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ABSTRACT

This document articulates the goals and objectives of the high school/postsecondary guidance program in Orange County, Florida Public Schools system. First the nature of developmental guidance, as opposed to traditional guidance, is discussed. Implementing a developmental guidance program; group, consultation, and coordination intervention; and goals and objectives are discussed. These goals to assist students for the high school/postsecondary guidance program and related activities are listed: (1) understanding the school environment; (2) understanding self and others; (3) understanding attitudes and behaviors; (4) understanding decision-making and problem-solving; (5) understanding interpersonal and communication skills; (6) understanding school success skills; (7) career development and educational planning; and (8) understanding community pride and involvement. Units on goal setting/decision making; study skills instruction; dealing with test anxieties; interpersonal relationships; college admissions; and employability skills are discussed. Relevant resources are listed. (ABL)

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# HIGH SCHOOL/POSTSECONDARY DEVELOPMENTAL GUIDANCE

STUDENT
OCPS
SERVICES

## GUIDANCE AND CAREER EDUCATION

ORANGE COUNTY PUBLIC SCHOOLS
Orlando, Florida

# ORANGE COUNTY PUBLIC SCHOOLS

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## INTRODUCTION

During the summer of 1988, writing teams from Orange County Public Schools composed of representatives from elementary, middle school, high school,and post-secondary schools prepared guidance plans for the respective levels. Elementary and middle school teams wrote developmental guidance plans; the high school/postsecondary team wrote a comprehensive guidance plan detailing functions that counselors perform, including a developmental component.

It has become apparent that the comprehensive plan can well be rewritten into a developmental guidance plan. Indeed, the research indicates that our profession is ready to approach guidance, even at secondary/postsecondary levels, from a developmental basis.

The profession of school counseling has a relatively short history. In the early 1900's school guidance was almost exclusively concerned with occupational selection and placement. Later, with the advent of tests, school counselors took up the administration and interpretation of many forms of testing followed by a new wave of mental health-type concerns. The National Defense Education Act of 1958 is "perhaps the single most important event in the history of the school counseling profession"[1] in its providing funds for the preparation of school counselors. The intent of the Act was to identify and assist talented youth in maximizing their potential.

Happening at roughly the same period of time were Carl Rogers' books, Client-Centered Therapy (1951) and On Becoming a Person (1961). Rogers' easily-understood counseling model became the backbone of most counselor education programs. Another benchmark in the profession was Dr. C. Gilbert Wrenn's The Counselor in a Changing World (1962). The commission he chaired clarified the school counselor's role as that of emphasizing personal growth, self-determination, and self-responsibility.

Thus, counselors have continued to accept many responsibilities for assisting students with careers, learning needs, and a variety of personal concerns. The vehicle has been individual counseling which has become an unfeasible model with the large schools, complex decisions of students, and the abundance of information available. In an effort to provide better service to students and to assist overburdened counselors, the Florida Legislature provided for occupational specialists in schools in the early 1970's. However, even with the invaluable assistance of occupational specialists, it has become more and more difficult for guidance personnel to meet guidance counseling needs of students. Consequently, school counselors, particularly at the high school level,have come under heavy attack from the public and are often perceived as being very ineffective in their work.

A new approach and a new vehicle are needed. Such a model is available with a developmental guidance plan.

[1] Myrick, Robert D., Developmental Guidance and Counseling: A Practical Approach, Minneapolis, MN: Educational Media Corporation, 1987, p.9.

# WHAT IS DEVELOPMENTAL GUIDANCE?

## WHAT IS DEVELOPMENTAL GUIDANCE?

Developmental guidance is aimed at assisting with the tasks of normal growth and development. While there are components to assist students experiencing unusual difficulties in these tasks (because of loss, divorce, premature pregnancies, depression, etc.), the focus is on those tasks most students are experiencing.

There are seven principles underlying a developmental guidance model. The guiding principles are:

- Developmental guidance is for all students.
- Developmental guidance has an organized and planned curriculum.
- Developmental guidance is sequential and flexible.
- Developmental guidance is an integrated part of the total educational process.
- developmental guidance involves all school personnel.
- Developmental guidance helps students learn more effectively and efficiently.
- Developmental guidance includes counselors and provides specialized counseling services and interventions.[2]

A developmental plan is not a job description for guidance personnel. Rather, it is a plan of action to be focused upon and implemented. Other duties assumed by guidance personnel take a secondary role to the developmental guidance plan.

In developmental guidance, all students are served with the priority of service-delivery being classroom guidance, small group guidance, and individual counseling, in that order. Guidance personnel already know the kinds of needs experienced by the body of students. Through developmental guidance, those needs are addressed, usually in groups, just before the students would arrive at the counselor's door to ask questions regarding their needs.

In addition, some students are targeted as having needs requiring more intensive intervention. Using short-term guidance models, the students are served individually or in small groups weekly for several weeks. At the end of that delivery system, the students should be sufficiently strengthened to receive less support for awhile, freeing the counselor to move to other targeted students for short-term interventions. Thus, the delivery system is planned, focused, intensive, yet brief, allowing for effective and efficient services to an increasing number of students.

The table below illustrates some differences in focus between the traditional approach of the 1960's and the developmental program model.

| **Traditional Guidance Focuses on:** | **Developmental Guidance Focuses On:** |
|---|---|
| *fixed delivery system (relies on 1-to-1 counseling) | *flexible delivery system (uses multiple methods) |
| *role and function of counselor | *developmental needs of students |
| *individual counselors | *guidance team |
| *reactive | *proactive |
| *information service | *guidance curriculum |
| *clerical/task-oriented | *goal-oriented |
| *unplanned | *planned daily activities |
| *maintains status quo | *evaluation and change |
| *crisis counseling | *meeting student needs on an on-going basis |
| *career information | *career planning and development [3] |

[2] Ibid, Myrick, p. 42

[3] Connecticut's Developmental Guidance and Counseling Program

# DEVELOPMENTAL GUIDANCE BENEFITS

- * Increases opportunities for counselor-student interaction
- * Develops a system for a student's long-range educational and career planning
- * Enhances the role of the counselor and occupational placement specialist as resource persons
- * Increases opportunities for parent/guidance interaction.
- * Encourages a team approach and responsibility for guidance.
- * Broadens opportunities for business, industry and labor to participate actively in the total school program.
- * Possible means of reducing non-guidance related functions.
- * Provides a clearly defined role and function of guidance personnel.

# GETTING STARTED

## Catch the Vision

In order for a school to embark upon a developmental guidance program, one must "catch the vision" of what the program can provide to students within a school. The individual(s) with this vision should then become familiar with the contents of this book and other related resources and begin sharing their vision with others within the guidance department. Certainly, full implementation of this plan will take quite some time. However, schools are encouraged to use some plans from this book and work toward school-wide developmental guidance.

When ready to begin a developmental guidance program, the guidance department should obtain administrative support and conduct a student needs assessment (see page ______). The results of the assessment are then tabulated and analyzed to determine priority needs as perceived by those participating in the assessment.

## Shape the Vision

A guidance advisory committee composed of faculty (and perhaps students) can examine an analysis of the assessment. If a parent advisory group for guidance exists, the same analysis should be shared with them. The guidance department then will write a plan of action based on input from the advisory group(s), needs assessment analysis, and other information. The plan should be shared with the administration in order to seek their support.

Guidance personnel may want to consider the following questions as they contemplate embarking on this new program:

- Are there any parts of the present program which are delivered in classroom-sized groups?
- Which parts of the present program could be delivered in classroom-size groups.
- Has any assessment been made of student, staff, and parent perceptions of the program and services desired?
- What portion of the present program is reactive service versus a proactive program?
- Has the department ever developed a philosophy? Communicated its goals?
- Do the department's goals and objectives look like a counselor's job description, or do they describe outcomes in student behavior and understanding?

## Schedule Priorities

It becomes apparent that scheduling priorities change from those of the past as the department embarks on a developmental guidance program. The schedule will include classroom guidance, small group guidance, and individual counseling, in that order.

The department will divide classroom guidance responsibilities and determine how small groups will be scheduled. Ideally, some classroom guidance can be done through the Teachers as Advisors Program. The Student Assistance Team can provide some small group and individual assistance. These resources should be coordinated in order to be of maximum service to students.

Counselors and occupational specialists then begin making their schedules, with the developmental guidance plan uppermost in their minds, and other duties taking a secondary role. In scheduling, one must allow time for not only counseling activities, but also for consulting with parents and teaches and for coordinating the program.

## Target Students

In considering both small group and individual counseling, one must think in terms of "target students" being served with short-term interventions. For example, a group of students who are having difficulties associated with recent losses through death or divorce can be served through a small group format once a week for a period of about six weeks. Another example might be a group of seniors from minority groups who may need a great deal of help with the college application process. These students can meet for several weeks with assignments being completed between meetings and applications complete with essays, recommendations requested, etc., being mailed at the conclusion of the group meetings.

In the same way, a few students who appear to need more intensive work may be targeted for about six to eight weeks of individual counseling. These students will be scheduled for one period per week (varying periods). By concentrating on a few students at a time for individual counseling, the counselor may be able to consult with teachers and others who can provide support for these students. At the end of a few weeks, these students should be strengthened and able to then perhaps be placed in a short-term small group situation.

Students who continue to need a great deal of counseling are referred to community resources. It is well for counselors to remember that even though their qualifications entitle them to provide intensive, long-term counseling, their role as a school counselor places them in a position of carefully identifying students in need of private counseling, assisting them and their parents in receiving services, and providing support to the student and family regarding school-related concerns and observation.

## Involve Others

Through developmental guidance, professionals concentrate on student needs. Then a brainstorming process will reveal many avenues for meeting those needs--Teacher Advisor Program, Student Assistance Program, New Horizons Program, private counselors, peer facilitators, as well as specialized services which can be provided by guidance personnel themselves. The guidance department will begin to see itself as both deliverers of services and as coordinators of services. The school is the guidance team.

It is hoped that school guidance personnel will "catch the vision," avail themselves of many training opportunities, and use activities in this handbook as well as other sources to "try it out." Very often, counselors and occupational specialists feel a wonderful sense of accomplishment when providing these services through the developmental guidance vehicle. And, of course, students benefit greatly with the additional helpful contact with guidance personnel.

## GUIDANCE TEAM MEMBERS

It is a mistake to think that guidance and counseling services are the function of specialists alone. Good guidance permeates the school environment. A comprehensive developmental guidance program is built primarily on the work of. 1) administrators; 2) counselors; 3) occupational placement specialists; 4) teachers; 5) support personnel; 6) school coordinators/special programs; 7) parents; and 8) community.

## ROLES

### ADMINISTRATORS

* To provide leadership for the guidance program
* To provide administrative support and encouragement
* To participate actively in defining and clarifying the guidance assignments and roles.
* To provide adequate time, space, facilities and materials needed to implement a developmental program.

### COUNSELORS

* To assume leadership in organizing and developing a comprehensive developmental guidance and counseling program.
* To provide professional expertise to staff, parents and other community members.
* To integrate resources from the school and community to establish a complete network for services for personal/social, academic and career development.
* To deliver a planned, sequential guidance curriculum addressing the developmental needs of all students and adults in the school community.

### OCCUPATIONAL PLACEMENT SPECIALISTS

* To develop and maintain an organized, comprehensive Career Resource Center.
* To collect and disseminate national, state and local publications; materials and other career resources.
* To provide career development guidance units and to assist in their delivery.
* To help identify the career interests and needs of students.
* To work with students and parents in career and educational planning.
* To assist students in job search skills and after school employment or upon program completion.
* To serve as a liaison between the community and school to assist in the development of a network of resources for career development.

### TEACHERS

* To help develop and implement a comprehensive developmental guidance program within the school.
* To help identify students who need special attention in learning more effectively and efficiently.
* To refer students whose needs are beyond the limits of classroom guidance.
* To provide support and encouragement.

## SUPPORT STAFF

### SCHOOL PSYCHOLOGISTS

- To consult with teachers, counselors and others in a school regarding the limitations, strengths and special needs of students.
- To test, evaluate, diagnose and make recommendations for individual students with special needs.

### SCHOOL SOCIAL WORKERS

- To study individual students and their family situations, providing case information that is relevant to school guidance and counseling interventions.

## SCHOOL COORDINATORS/SPECIAL PROGRAMS

- To serve as an advisor for groups of students within the Teachers as Advisors or Student Assistance Program.
- To act as a delivery system for information for counselors-to-students and students-to-counselors.
- To assist students in their intellectual, social and personal growth.
- To serve as a referral source for additional special needs.

## PARENTS

- To provide information concerning students' needs.
- To encourage students to seek the services of guidance personnel.
- To volunteer and serve on committees.
- To provide support to guidance and counseling activities.

## STUDENTS

- To serve as peer facilitators

## SUMMARY

Developmental guidance is an integral part of the total school program, combining the efforts of administration, faculty, students, parents, guidance personnel and support staff and community to provide a comprehensive and effective guidance system. A team approach to guidance and counseling is vital to its success.

# MOBILIZING
# FOR GROUP INTERVENTION
## "The Hub of Developmental Guidance"

Dr. Robert Myrick, one of the nation's leading proponents of developmental guidance and counseling, provides a model for a comprehensive program in his book, Developmental Guidance and Counseling: A Practical Approach. The following reflects some of his thoughts and ideas.

### STUDENTS IN GROUPS

Much of students' lives center around groups; they belong to family groups, social and school groups, peer groups and many others. Group counseling appeals to many students. They enjoy sharing common interests and concerns. They like knowing others have feelings and thoughts about the same things. They enjoy group support.

Since students like groups, and because peer relationships play an important role in their development, group guidance and counseling is a valuable mode of intervention.

Because individual counseling in our schools is now almost a luxury, due to high student/counselor ratios, group guidance and counseling has become the most efficient use of the counselor's and occupational placement specialist's time.

### FACTORS TO CONSIDER

Suggestions for organizations, group size, length and duration of groups, counseling for negative feelings, open and closed groups, and much more helpful and important information can be found in Chapters 7 and 8 on small and large group intervention. Guidance personnel are encouraged to read this material as a "refresher" before beginning group intervention.

### THE FACILITATIVE ROLE

Myrick (Chapter 5, "The Counselor as Facilitator") relays in depth the concepts and skills of a facilitator, outlining the six conditions of a facilitative relationship (1 caring, 2) understanding, 3) acceptance, 4) respect, 5) friendliness and 6 trustworthiness. The facilitative process itself is composed of 1) self-disclosure, 2) feedback, 3) increased awareness and decision-making, and 4) responsible action.

Helpful information on "Group Dynamics" is included in the Appendix.

### LOCUS OF CONTROL

As previously stated, developmental guidance involves all school personnel. The guidance department is no longer solely responsible for its planning and implementation. Several important groups of people have emerged as co-sharers.

### PEER FACILITATORS

One of the most exciting and effective trends in education has been the inclusion of students as peer facilitators. Peer facilitators are students trained to use helping skills and concepts to assist other students, serving as special assistants, tutors, special friends and small group leaders. When planning guidance projects, the inclusion of these valuable resources can assist in helping deliver more services to all students.

## TEACHERS AS ADVISORS PROGRAM (TAP)

This program provides an opportunity for teachers to become directly involved in developmental guidance. Teachers are designated as student advisors and meet periodically with their assigned advisees. Many of the goals and objectives of the developmental guidance plan can be easily and effectively implemented through TAP.

## SCHOOL GUIDANCE COMMITTEE

A school guidance committee builds a team approach for planning and implementation of developmental guidance. It allows others - administrators, teachers, counselors, occupational placement specialists, and other support staff to share the responsibility for school guidance. According to Myrick every school needs a school guidance committee.

## GROUP COUNSELING

## COMPARISONS

### LARGE -10 + STUDENTS

**CHARACTERISTICS**

less individual attention
limited student participation
less personal information
more structure, information - giving and leader-centered

**ADVANTAGES**

1. Most efficient use of counselor/OPS time.
2. Interaction with students who need not be seen through other kinds of interventions.
3. Other adults can help deliver and participate in sessions.

**LIMITATIONS:**

1. Some students may not get needed attention.
2. Limited student participation.
3. More structured atmosphere. Facilitator is perceived as more direction-giving than caring and nurturing.

LARGE GROUPS CAN OFTEN BE DIVIDED INTO TEAMS IN ORDER TO INCREASE STUDENT PARTICIPATION AND INVOLVEMENT. STUDENTS CAN BECOME LEADERS OR FACILITATORS.

### SMALL-UNDER 10 STUDENTS

**CHARACTERISTICS**

more self-disclosure, more personalized and intense; higher levels of trust, understanding and acceptance. Closer working relationships.

**ADVANTAGES**

1. More efficient than one-on-one counseling.
2. Students learn to become facilitators themselves.
3. Peer presence may help reduce tension of one-on-one situation.

**LIMITATIONS**

1. Facilitative process more complex due to compounded variables (sensitive, complex issue, special needs of members, behavior by group members).
2. Confidentiality more difficult to safeguard.
3. Longer period of time needed to establish trust and working relationship than one-on-one.

## 3 APPROACHES TO SMALL GROUPS

1. CRISIS CENTERED - concerned with urgent problems. Immediate needs (example: suicide of peer).

2. PROBLEM CENTERED - focus on problems concerning students. Problem is identified, explored, decisions made (coping with stress).

3. GROWTH CENTERED - focus on personal and social development. No pressing problems (accepting responsibility, etc.).

## GATHERING THE TROOPS

Many schools face difficulties with accessing students. With a prescribed number of school days, competencies to be mastered, and many interruptions, teachers need to protect classroom time of students. Therefore, it takes careful planning and extensive communication to access students during the school day.

The effort is worth the result of students receiving guidance services. Counselors who truly have a plan with objectives and structural activities for each meeting with students can more easily share with other school personnel and help them to see the necessity for this service - even during a limited amount of instructional time. Of course, guidance personnel are "instructing" too - there is now a guidance curriculum!

It may not be so difficult to access one student at a time. However, pulling several students at once may be difficult as will taking an entire class. Sometimes, though, teachers may be more willing to give up their whole class - they get "free" time.

There are no "set" answers for arranging small and large groups. A few principles apply:

1. Planning must occur, and plans must be adhered to.
2. Sharing must occur. Administrators, department chairpersons, and other teachers must know that there is a curriculum being followed and that disruption of any particular class will be at a minimum (i.e., on-going small group sessions will be scheduled at varying periods).
3. Guidance personnel must be flexible and willing to provide"make-up" small groups when teachers or students have genuine conflicts with the guidance schedule.
4. A spirit of cooperation and respect for all personnel and for all curricular areas will foster the same in return.

Honestly, accessing the students can be the most time-consuming part of implementing small and large group guidance. Some possibilities that have been tried are:

1. Guidance can plan to visit all sections of a grade level in a particular department for classroom guidance. A counselor sets up a schedule.
2. Individual counselors may ask for "invitations" and visit particular classes for specific topics of concern.
3. If all counselors need to see all of their own students in a group situation, these may be scheduled through a department (i.e., all tenth grade English II students first period report to class and then disburse to various English classrooms where counselors are stationed. The students miss a day of English, and all tenth graders see their own counselor).
4. Counselors or occupational placement specialists can form groups of students. Students can be informed of the meetings with passes through teachers of the classes they will miss. Writing out the passes is time-consuming, but personnel must plan ahead, use student assistants, husbands, wives, children - whoever to help with the process.

Planning is key! In order to embark on this most important function of developmental guidance, counselors and occupational placement specialists can no longer take a fire department approach - cleaning the house while waiting for the crisis. Though time-consuming, small and large group guidance activities are the "heart and soul" of the program. Without these functions, the plan is on paper only.

## BASIC COUNSELOR INTERVENTIONS

The six basic counselor interventions as shown on the following pages outline the work of a school counselor.

Typical weekly schedules for both secondary and postsecondary counselors include suggested time allowances and general caseload to insure that all components are being sufficiently implemented to meet the needs of the total school population. Adjustments to these schedules can be made to accommodate individual school programs.

# POSTSECONDARY COUNSELOR
# TYPICAL WEEKLY SCHEDULE

| COUNSELOR INTERVENTION | GENERAL CASELOAD | WEEKLY TIME COMMITMENT |
|---|---|---|
| (Direct Services) | | |
| Individual Counseling | 10-12 cases per day<br>50-60 per week | 12-15 hours per week |
| Small Group Counseling | 1-2 group meetings per week (last 5 weeks of each 9 week period). | 1-2 hours per week |
| Large Group Counseling | 1-2 classroom guidance sessions per week | 1-2 hours per week |
| (Indirect Services) | | |
| Career Related Projects and Programs<br>and<br>Community Related Projects and Programs | Coordinate-"Discover," "Choices," ASVAB testing | Variable |
| Consultation | (Individual) Teacher, parent, community resource, administrative | Variable |
| | (Group) Program department meetings | Variable |
| Coordination of Guidance Services | Other guidance related duties (materials update, test interpretation, administration, scoring, career and guidance information dissemination, scheduling, orientation, records review, financial aid, etc.). | Variable |
| Coordination of Career Development Services | Job development and placement<br>Career Resource Center maintenance, etc., program advisory committee participation. | 20-25 hours per week. |

# SECONDARY COUNSELOR
# TYPICAL WEEKLY SCHEDULE

| COUNSELOR INTERVENTION | GENERAL CASELOAD | WEEKLY TIME COMMITMENT (Hours) |
|---|---|---|
| (Direct Service) | | |
| Individual Counseling | 4-6 "cases" including high priority or target students meeting once a week for 6-8 weeks. | 4-6 |
| Small Group Counseling | 4-5 groups meeting once a week for 6-8 weeks. | 4-5 |
| Large Group Classroom Guidance | 2-3 classroom guidance sessions per week. | 2-3 |
| (Indirect Services) | | 5 |
| Peer Facilitator Programs and Projects | Trainer/Coordinator of Peer Facilitator Program | |
| Consultation | (Group) - Teacher or parent group meetings. | Variable |
| | (Individual) - Teachers or parents (about 30 minutes or less per consultation) | 3-4 |
| Coordination of Guidance Services | Other guidance - related duties (staffings, scheduling, test interpretation, etc.). | Variable |
| | Total | 18-23 hours |

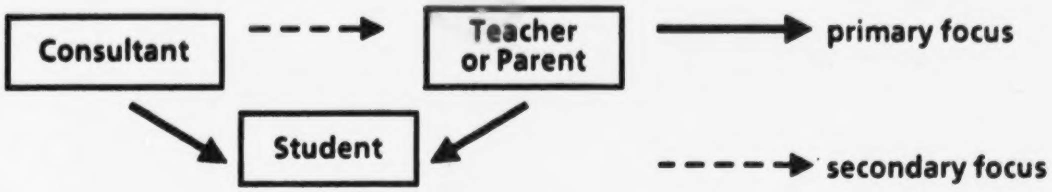
# CONSULTATION

## "HOW TO MULTIPLY GUIDANCE SERVICES"

Young people are influenced by their environment. A primary counselor intervention is that of influencing the environment to assist a student.

Consultation with teachers and parents has long been a counselor intervention, and appropriately so. Obviously, teachers and parents experience a great deal of stress at times in dealing with high school and post high school youth.

This situation calls to mind the differences between counseling and consultation. The two functions become "fuzzy" at times; consultation is a counselor's indirect services to students.



In consultation, the student is served as a counselor and teacher or parent or other significant adult discuss the student's problems, habits, and coping styles and ways of helping the student. The focus is always on the student. Counseling, on the other hand, concentrates on the teacher or parent and, secondarily, on how the student affects the adult. Of course, counselors do assist teachers and parents with personal concerns at times. However, it is important to be aware that this is happening. Sometimes parents and teachers need to be referred to community resources. Often, an appropriate referral for teachers is the Employee Assistance Program provided by Orange County Schools.

Caplan[4] suggests that there are typically four questions to consider when a consultee presents a problem: Lack of knowledge? Lack of Skills? Lack of self-confidence? Lack of objectivity? It may be helpful to mentally note which area is the leading concern in an effort to address it.

## TEACHER AND PARENT EDUCATION

Consultation can frequently be done through teacher or parent education models. Counselors and occupational placement specialists often conduct college information seminars for parents. Also, classes have been conducted regarding parents' helping their children select careers.

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[4] Caplan, G. The Theory and Practice of Mental Health Consultation, New York, NY: Basic Books, 1970.

Teacher staff development provided by guidance personnel is a largely untapped service. However, it is done on a small scale as counselors educate individual teachers regarding disabilities, background information on students, and student perceptions of classroom events.

## CONSULTATION AND DEVELOPMENTAL GUIDANCE

The developmental guidance model makes wide use of consultation. Counselors' and occupational placement specialists' contacts with TAP teachers, Student Assistant Team members and peer facilitators all fall into the consultative function. Since the developmental guidance program makes wide use of targeting students for special interventions, it is expected that guidance personnel will use consultation liberally in addition to individual counseling and small group guidance sessions.

The student can often benefit by a teacher's knowing that he/she is being helped by the counselor. Very often the teacher is willing to provide helpful observations and special consideration to the student if needed. The idea, of course, is to MULTIPLY services to students. Consultation makes that possible.

## COORDINATION INTERVENTION

### "Making the Right Things Happen"

For many schools, moving from an emphasis on indirect services to direct services for students can prove difficult. Resistance to change may come from administration, who may not have a full understanding of developmental guidance and counseling program concepts, or from counselors themselves who feel minimally prepared to make the change. If guidance personnel feel a lack of skill and self-confidence about developmental guidance, providing indirect services becomes the preferred role. Resistance may also come from legislators, parents and others in the community who make demands on, or decisions about the roles and functions of guidance personnel.

Coordination of the indirect guidance services provided to students is a viable component of counselor interventions. It includes the management of such services as collecting data, arranging and organizing meetings, gathering and providing materials and resources, developing and/or monitoring special programs, and so on.

Coordination also involves participating in or organizing such activities as peer facilitator training and projects, teachers as advisors program, career speakers, arranging for college visitors, staffings, curriculum planning, student records, educational placement and more.

Through the coordination function, several objectives of a developmental program can be met. For example, objectives related to the goal "Community Pride and Involvement" are met when counselors arrange for students to confer with the Executive Internship Consultant or when an occupational placement specialist arranges job shadowing experiences for students. Enlisting students to assist with the orientation of new students is another coordination function that meets objectives in the plan.

Thus, counselors and occupational placement specialists must begin to think in terms of objectives of developmental guidance being met as coordination functions are done. This includes analyzing student records, in that it helps a student develop a viable educational plan.

Arranging for students to meet with college visitors is a coordination function to assist students with post-high school plans. Greeting the visitor warmly, seeing that students and visitor are comfortable, and assisting the visitor with directions to his/her next school are all indirect services to students and are legitimate guidance department functions under a developmental plan.

Careful planning and organization of time are challenges that face all school guidance personnel in coordinating indirect services. It becomes very easy to spend hugh proportions of one's time coordinating services. When one falls into that mode, it is natural for others (especially administrators) to see counselors and occupational placement specialists as people with flexible time for quasi-administrative tasks. The test guidance personnel must continually use is: "What developmental guidance objectives does this meet?"

As long as guidance uses the alternative test: "Does this act serve students?" or"Is this a job that somebody needs to do?" The profession will continue to be quasi-administrative, will have difficulty meeting the "75-25" legislation, and will never implement a developmental guidance program.

Coordination services - YES - meeting developmental guidance objectives.

# GOALS AND OBJECTIVES

## GOALS AND OBJECTIVES

| | 9 | 10 | 11 | 12 | P.S. |
|---|---|---|---|---|---|
| I. Understanding the School Environment | | | | | |
| 1.1. To learn the physical layout of school | X | X | | | X |
| 1.2. To learn the code of conduct and school procedures | X | X | X | X | X |
| 1.3. To become acquainted with school personnel and services provided. | X | X | | | X |
| 1.4. To be knowledgeable about the school curriculum and its application to oneself | X | X | X | X | X |
| 1.5. To be aware of extracurricular activities and special programs | X | | X | | X |
| 1.6. To become aware of financial aid resources | | | | X | X |
| 1.7. To identify similarities and differences between high school and college environments | | | | X | |
| II. Understanding Self and Others | | | | | |
| 2.1. To further the development of a positive self-image | X | X | X | X | X |
| 2.2. To increase awareness of gender identity, stereotypes, and cultural similarities and differences | X | | | | X |
| 2.3. To identify one's interests and personal preferences | | X | | | |
| 2.4. To identify one's aptitudes and abilities | | | X | | |
| 2.5. To clarify personal attitudes, beliefs, and values | | | | X | |
| 2.6. To enhance an appreciation of the uniqueness of self and others | X | | | | X |
| 2.7. To understand physical, emotional, and intellectual growth and development | | X | X | | |
| 2.8. To understand stress and develop stress management skills | X | X | X | X | X |
| Understanding Attitudes and Behaviors | | | | | |
| 3.1. To enhance the understanding of feelings and their relationship to behavior | X | | | | |
| 3.2. To assume responsibility for one's own behavior | X | X | X | X | X |
| 3.3. To recognize one's own rights and the rights of others | | X | | | X |
| 3.4. To recognize constructive and destructive behaviors in self and others | | | X | | |
| 3.5. To clarify ways in which behavior can be changed | | | | X | |
| IV. Decision-making and Problem-solving | | | | | |
| 4.1. To assume responsibility for one's own decisions | X | X | X | X | X |
| 4.2. To understand that decisions are made on a daily basis | X | | | | |
| 4.3. To understand the cause and effect relationship in decisions | | X | | | |
| 4.4. To develop skills in creative problem-solving with others | | | X | | |
| 4.5. To demonstrate an understanding of a decision-making/problem-solving model | | | X | X | X |
| 4.6. To refine skills for coping with change | X | X | X | X | X |
| V. Interpersonal and Communication Skills | | | | | |
| 5.1. To understand the relationship between effective communication skills and positive relationships | X | | | | X |
| 5.2. To understand group dynamics and one's own responsibility to a group or team | X | X | X | X | X |
| 5.3. To recognize behaviors which enhance or block communication | | X | | | X |
| 5.4. To learn assertiveness skills; e.g. peer-pressure, violation of rights, etc. | | | X | | X |
| 5.5. To learn conflict-resolution strategies | | | | X | |
| 5.6. To become aware of interpersonal skills helpful in relationships with parents | | X | | | |
| 5.7. To become aware of interpersonal skills necessary for successful employment | | | | X | X |
| VI. School Success Skills | | | | | |
| 6.1. To demonstrate effective listening and independent study skills | X | | | | |

## GOALS AND OBJECTIVES

| | 9 | 10 | 11 | 12 | P.S. |
|---|---|---|---|---|---|
| 6.2. To understand responsibilities of a learner | X | | | | |
| 6.3. To learn test-taking skills | | X | X | | |
| 6.4. To learn time management and personal organization skills | | X | | | X |
| 6.5. To become aware of resource people within the school and ways to seek their help | X | X | | | X |
| 6.6. To set personal and academic goals | X | X | X | X | X |
| 6.7. To understand that the learning process extends beyond the school environment and beyond the formal educational experience | | | X | X | |
| VII. Career Development and Educational Planning | | | | | |
| 7.1. To understand the relationship between academic choices and options for the future | X | X | X | X | X |
| 7.2. To update a four-year academic plan | X | X | X | X | |
| 7.3. To identify personal educational and career goals | X | X | | | |
| 7.4. To become aware of post-high school educational and training options | | | X | | X |
| 7.5. To develop a post-high school plan for meeting educational and career goals | | | | X | |
| 7.6. To understand the impact of transition from school to work or post-high school education | | | | X | |
| 7.7. To become familiar with school career resources | X | X | | | X |
| 7.8. To understand the relationship between school success and employment | X | X | X | | X |
| 7.9. To understand the working world's expectations for employment | | X | X | | X |
| 7.10. To recognize societal barriers (e.g. gender, race, physical disabilities) and their potential impact on career planning | X | | | | |
| .11. To develop an awareness of educational and occupational trends for a variety of careers | | | | X | |
| 7.12. To develop job search skills | | X | X | X | X |
| 7.13. To design an educational and career plan | | | | | X |
| 7.14. To understand the influence of early school leaving on options for the future | X | | | | |
| 7.15. To analyze test results andtheir application to oneself | X | X | X | X | X |
| 7.16. To explore financial aid options and complete appropriate applications | | | | X | X |
| 7.17. To become aware of the career development process | | X | | | |
| 7.18. To use test interpretation information in career and educational planning | | X | X | X | X |
| 7.19. To interact with the business community through participation in related professional associations and student organizations | | | | | X |
| 7.20. To become familiar with skills necessary for successful basic skills test completion and program placement | | | | | X |
| VIII. Community Pride and Involvement | | | | | |
| 8.1. To interact with community role models: e.g. career speakers, job shadow experiences, Executive Internship programs, etc. | X | X | X | X | X |
| 8.2. To be aware of a variety of community resources | X | X | X | X | X |
| 8.3. To understand that extracurricular activities serve both as resources for the student and as means for involvement in the school community | | X | | | |
| 8.4. To understand the importance of service to others | | | X | | |
| 8.5. To recognize individual responsibility for the quality of life in the community | | | | X | X |
| 8.6. To participate in the enhancement of community support through involvement in career fairs, mall displays, school tours, advisory committees, externship programs, etc. | | | | | X |
| 8.7. To participate in the enhancement of the school community through attending activities, voting in elections, showing pride in the school, etc. | X | X | X | X | |

# PREFACE TO LESSON PLANS AND UNITS

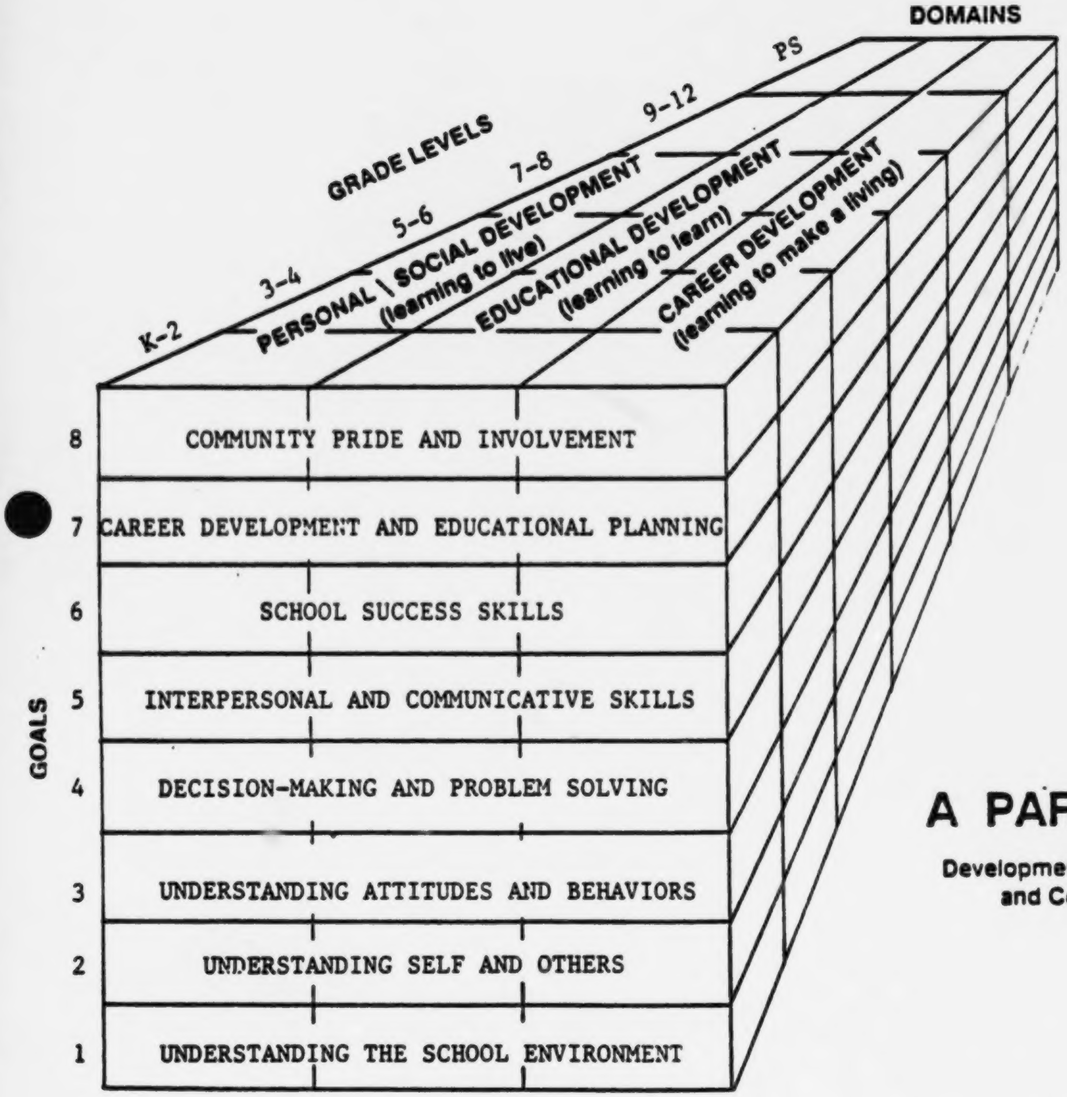
The developmental guidance program has goals which are universal to all school students, K-postsecondary. The objectives are specific to certain grade levels. It is important to strive toward a balance, incorporating the domains of personal/social development, educational development and career development. The paradigm on the following page illustrates that these domains infuse all goals.

This section of the plan is designed to provide some "hands on" material for counselors and occupational placement specialists to use. The writing team combined a number of resources to compile lesson plans and guidance units. As you become more familiar with the goals and objectives outlined in the plan,you will notice that these lesson plans are not all inclusive. Not all objectives may be covered; those that are may include only one or two aspects of the objective. These sample plans and units are designed as beginning points, and yet are at the degress of completion that they can be used with minimal planning.

Some definitions: a unit is an entity complete with handouts and every detail needed for implementation. The units have sequential, multiple sessions. A lesson plan is a brief sketch of usually a one class period activity. With minimal preparation, guidance personnel can implement these as they are. As professionals use the materials, it is expected that the "creative juices" will begin to flow, and additional ideas for lessons will be generated.

The units begin on page 114. As other units are developed, they may be placed with this material.

Note: Throughout the plans and units, and at the back of this section, additional resources have been included.


DOMAINS
PS
9-12
7-8
5-6
3-4
K-2
GRADE LEVELS
PERSONAL \ SOCIAL DEVELOPMENT
(learning to live)
EDUCATIONAL DEVELOPMENT
(learning to learn)
CAREER DEVELOPMENT
(learning to make a living)
GOALS
8 COMMUNITY PRIDE AND INVOLVEMENT
7 CAREER DEVELOPMENT AND EDUCATIONAL PLANNING
6 SCHOOL SUCCESS SKILLS
5 INTERPERSONAL AND COMMUNICATIVE SKILLS
4 DECISION-MAKING AND PROBLEM SOLVING
3 UNDERSTANDING ATTITUDES AND BEHAVIORS
2 UNDERSTANDING SELF AND OTHERS
1 UNDERSTANDING THE SCHOOL ENVIRONMENT

# A PARADIGM

**Developmental Guidance and Counseling**

# GOAL I: UNDERSTANDING THE SCHOOL ENVIRONMENT

GOAL I: UNDERSTANDING THE SCHOOL ENVIRONMENT

OBJECTIVE:
1.1 To become acquainted with the school's physical plant.
1.2 To learn the code of conduct and school procedures.
1.3 To become acquainted with school personnel and services provided
1.5 To be aware of extra curricular activities and special programs.

GRADE LEVEL: 9-12

TIME: 1-2 class periods.

MATERIALS: Copy of school map. Code of conduct and school policies. List of school's key personnel and duties. List of extra-curricular activities and clubs or special programs. Matching test for key personnel and clubs. Map test. Blank map for writing in key rooms or locations.

RESOURCE PEOPLE: Principal; club officers/sponsors; liaison officer; assistant principal for discipline; department chairpersons; athletic director; media specialist; coordinators of special programs.

ACTIVITIES:

1. Using the school map, point out the location of this meeting room, office, library, auditorium and other key rooms. (Could be done through Open House).

2. Go over Code of Conduct for Orange County Schools and individual school policies explaining the different levels of misconduct and consequences.

3. Hand out the list of key personnel and their duties. Try to have as many of these people in attendance to introduce themselves and explain what they do at the school.

4. Give each student a list of clubs and extra-curricular activities and explain the requirements for participating. (If possible, try to have some of the officers/ sponsors attend and talk about their clubs and activities.

**GOAL 1:** UNDERSTANDING THE SCHOOL ENVIRONMENT

**OBJECTIVE:**

1.1 To become acquainted with the school's physical plant;
1.2 To learn the codes of conduct and school procedures;
1.3 To become acquainted with school personnel and services provided;
1.4 To understand the school curriculum and competency-based instruction;
1.5 To become aware of extracurricular activities and special programs;
1.6 To be aware of financial aid resources.

**SUGGESTED GRADE LEVEL:** Postsecondary

**TIME:** 1 hour

**MATERIALS:** Copy of school services, list of organizations and activities, list of school policies and rules. Competency-based vocational education handout and sample test. Registration materials. School folder (if available).

**ACTIVITIES:**

1. Using the competency-based vocational education handout, emphasize the method of instruction as outlined on the handout. Use the self-check to determine the students' understanding of CBVE instruction. (This activity may be explained if used in a large group setting.)

2. Review the location of key facilities such as the office, media center, commons area, restrooms, bookstore, etc.

3. Go over the Code of Conduct for Orange County Schools and individual school policies explaining the different levels of misconduct and consequences.

4. Review the list of key personnel. Have many of these people in attendance to explain the services they provide, if possible.

5. Provide each student with a list of organizations and extra-curricular activities. Explain how to become involved.

6. Explain the importance of successfully completing basic skills requirements for program completion.

7. Explain financial aid options available at the respective centers.

**NOTE:** The orientation may be adapted for use in a small group or large group setting. Additional activities may be included to accommodate the individual school's needs.

## CLOSURE:

Orientation is vital to the students' understanding of general school and classroom procedures and provides insight to individualized programs of study. This understanding should assist in the elimination of potential problems.

# INSTRUCTION SHEET

## COMPETENCY-BASED VOCATIONAL EDUCATION

### WHAT IS IT?

Competency-based vocational education or CBVE (for short), is a training system that helps you learn skills and allows you to work at your own rate of learning.

Under the CBVE system, the course/program is composed of units of study called "competencies." As you complete each competency, you go on to the next one which is built on the skills learned in the one before it.

The instructor is always ready to help. The student can progress and measure learning at a rate which is more comfortable for him/her. In occupational courses, competencies are based on jobs performed and employability skills required for the type of training necessary for work.

You the student are expected to be able to demonstrate knowledge or skills for each competency to be learned and you will be responsible for your own progress as you work through the materials.

The CBVE plan was started by the Florida Department of Education in 1981 and is being used in all Orange County adult education centers.

### HOW DOES IT WORK?

As you start each competency, you will be given an assignment sheet or Student Learning Guide. It will list activities you are to do in order to learn a special skill. When you have completed the assignments, you may take a written test for knowledge and/or a performance test to show your skill for that competency.

Do not be afraid to ask your instructor questions on how you should do something. Remember, your instructor is your resource person. Some students in your classroom will be working in different areas of study so there may be times when you will have to wait for help or equipment to use Be patient.

Your time here is valuable. Make the most of it. Use your classroom time to do the things you can't do on the outside. Your progress here depends on your interest and motivation.

Success can be yours, in as short or long a time as you wish to spend.

# SELF-CHECK

## DIRECTIONS

Using a separate sheet of paper, decide whether the following statements are True or False. Then look at the Self-Check answer sheet for the right answers. (Please do not write on this page!).

1. Competency-based education is a method of learning designed for the student to work at his/her rate of learning.
2. Out schools' philosophy states the belief that learning stops at age 40.
3. Almost all of our classes are competency-based, individualized, and self-paced for our students.
4. All students attending classes here should know how to get out in case of fire or other disaster.
5. In CBVE, the student is responsible for what is learned, not the teacher.
6. A student learning guide helps a student learn a skill.
7. The instructor will give you an assignment sheet or student learning guide for each unit of study in your course.
8. All students in your class will be working on the same topics (subjects) at the same time.
9. If you get sick while you are here at school, go to the clinic for an aspirin.
10. Competency-based vocational education allows you to work as slowly as you want through the materials for your course.

## SELF-CHECK ANSWER SHEET

1. True
2. False
3. True
4. True
5. True
6. True
7. True
8. False
9. False
10.. True

Congratulations if you got all the answers right! If not, go back to the section(s) you missed and locate the right answer(s).

**GOAL:** UNDERSTANDING THE SCHOOL ENVIRONMENT

**OBJECTIVE:** 1.6 Students will be able to identify similarities and differences between high school and college environments.

**SUGGESTED GRADE LEVEL:** 12

**TIME:** 1 class period

**MATERIALS:** Sample college brochures and catalogs. May hold session in Career Center.

**RESOURCES:** Joyce Lane Kennedy's Career Book, "Making the Most of College" -- Section 13, pg. 276.

**ACTIVITY:** Use a college admissions counselor to speak to the students, if possible, to cover:

1. Entrance requirements and testing
2. Terminology including: major courses, minor courses, credit hours, etc.
3. Arranging a class schedule
4. Possible extra-curricular activities and clubs
5. Study habits, including time management, independent living, etc.

**CLOSURE:** Even though there are many similarities between colleges and high schools, there are many differences that you as a possible college student must understand. With the information provided today, you now have a better understanding of a college environment.

**GOAL:** UNDERSTANDING THE SCHOOL ENVIRONMENT

**OBJECTIVE:** 1.7 To become familiar with postsecondary resources available for financial aid.

**SUGGESTED GRADE LEVEL:** Postsecondary

**TIME:** One hour

**MATERIALS:** Applications for Pell Grant and other sources of financial aid.

**RESOURCE:** Opportunities for Financial Assistance, Orange County Public Schools

**ACTIVITY:** The counselor or person responsible for financial aid will present sources available for financial aid, including, but not limited to:

- Pell Grant
- JTPA (PIC)
- Migrant
- Veterans
- Project Independence
- Single Parents
- Vocational Rehabilitation
- Blind Services

**CLOSURE:** It is important that postsecondary students needing financial aid become aware of the possibilities available. If you need assistance or more information, please see your counselor at your earliest convenience.

# GOAL II : UNDERSTANDING SELF AND OTHERS

**GOAL:** UNDERSTANDING SELF AND OTHERS

**OBJECTIVE:** 2.1 To further the development of positive self-esteem

**SUGGESTED GRADE LEVEL:** 9-12

**TIME:** 3-5 class periods

**MATERIAL:** Old magazines, 12 x 18 inch sheets of thick construction paper or thin cardboard, scissors, and glue.
Video:
The Power of Choice--Self-Esteem
Live Wire Video Publishers
3215 Sacramento Street
San Francisco, CA 94118
(415) 564-9500
(Also available on loan from Program Supervisor for High School and Postsecondary Guidance).

**ACTIVITY:** Show video first and after any discussion instruct the students to use the magazines to select pictures that represent their strengths. Glue all the pictures into a collage of themselves. During the last class period have each student explain the collage (strengths) to the rest of the class.

**CLOSURE:** Everyone, regardless of age, has positive strengths that other people notice and draw on,but many times those strengths are not recognized by us. With this activity, now possibly you can recognize your own positive strengths. Every individual is a worthy, good person--sometimes it is difficult for an individual to see it in himself or herself.

GOAL: UNDERSTANDING SELF AND OTHERS

OBJECTIVE: 2.1 To further the development of positive self-esteem

SUGGESTED GRADE LEVEL: Postsecondary

TIME: 1-2 class periods

MATERIALS: Tablet and pencils

RESOURCES: Video:
The Power of Choice--Self-Esteem
Live Wire Video Publishers
3215 Sacramento Street
San Francisco, CA 94118
(415) 564-9500
(Also available on loan from Program Supervisor for High School and Postsecondary Guidance).

ACTIVITY: Divide the class into five or six groups. Select one person in each group to be the recorder. The recorder will have a separate sheet of paper with the name of each member of the group at the top of the individual pages. After this has been accomplished, instruct the group to focus on one person at a time, and the group is to bombard that individual with all the strengths they see and have seen in him or her. The person being bombarded should remain silent until the group is finished. The recorder should give the list of strengths to each individual after the group has finished.

CLOSURE: Every individual is a worthy, good person--sometimes it is difficult to recognize it or accept it. With this exercise you can see what other people see in you. Delight in these revelations!

GOAL: UNDERSTANDING SELF AND OTHERS

OBJECTIVE: 2.1 To further the development of positive self-esteem

SUGGESTED GRADE LEVEL: 9-postsecondary

TIME: 1 period

MATERIALS: None needed

ACTIVITY: Divide class into dyads (groups of 2 people each). One person (person A) starts to recount his/her autobiography. Person A has only 3 minutes to recall all the high points of his/her life. Person B is the listener and then takes one minutes to retell person A's life story. Then, reverse the roles as Person A becomes the listener and Person B tells his/her autobiography. Finally, Person A recounts Person B's life story.

| Person A | Person B |
|---|---|
| 1. Tells autobiography (3minutes) | 1. Listens and retells Person A's story. |
| 2. Listens to Person B's story and recounts it. | 2. Tells autobiography (3 minutes). |

CLOSURE: Every individual has a story to tell and deserves to be listened to. Note how important you feel when someone listens to you.

GOAL: UNDERSTANDING SELF AND OTHERS

OBJECTIVE: 2.2 To increase awareness of gender identity, stereotypes, and cultural similarities and differences.

SUGGESTED GRADE LEVEL: 9

TIME: 1 class period

MATERIALS: None needed.

ACTIVITY:

1. Have students suggest occupations that have changed over the years which were traditionally almost all-female or -male (i.e., doctors, jockeys, school teachers, etc.),.
2. Have speakers (examples: male nurse, female mechanic, etc.).

CLOSURE: It is possible today to be anything you want. Almost all occupations are open to anyone. It is a wonderful, exciting time to live!

**GOAL:** UNDERSTANDING SELF AND OTHERS

**OBJECTIVE:**
2.5 To clarify personal attitudes, beliefs and values.
2.6 To enhance an appreciation of the uniqueness of self and others.

**SUGGESTED GRADE LEVEL:** 12 and postsecondary

**TIME:** 1 class period

**MATERIALS:** Chalkboard or overhead; handout "People Have Different Lifestyles/Discovering My Lifestyle."

**ACTIVITY:**

1. Discuss with students the concept of "lifestyle" - how one's life is normally spent in: (1) family/home, (2) church/community, (3) leisure/sports, (4) friends, and (5) occupation/education. Stress that seldom do any two people spend the same amount of time in each category The way one spends his/her time is called "lifestyle." List the five categories on the board, overhead or newsprint and ask students to give examples in each category.

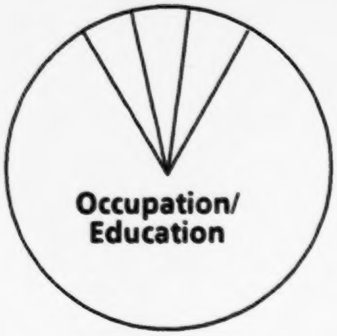
2. Select a famous person whose career is interesting to the students. Together compose a paragraph which might describe that person's lifestyle, describing as specifically as possible (from public opinion or media information) activities in each of the categories.

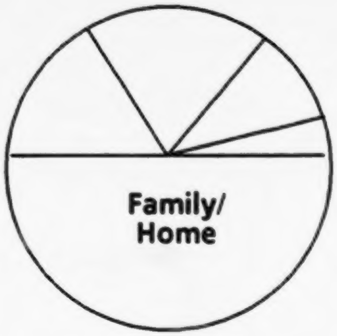
3. Distribute handout"People Have Different Lifestyles." (Side I) and "Discovering My Lifestyle" (Side II). Allow time for students to complete Side I only and go over answers. On Side II, have students illustrate in Circle A, their present lifestyle; in Circle B, their ideal lifestyle, in Circle C, their lifestyle based on projected occupational choice. Students may wish to share circles with each other at completion of activity.

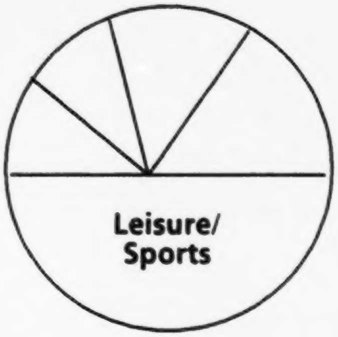
**CLOSURE:** Discuss how choice of occupation, cultural background, economic status, choice of marriage partner, etc., may impact lifestyle. Ask why people have different lifestyles? (Because they have different values). Stress that when selecting an occupation,one must think carefully about the lifestyle which will go along with that choice. What would be the consequences of a lifestyle that didn't match values?

## PEOPLE HAVE DIFFERENT LIFESTYLES

**Directions:** Pictured below are illustrations of lifestyles Decide which person listed below is probably represented. Circle your answer.



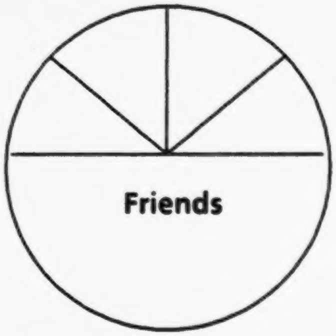


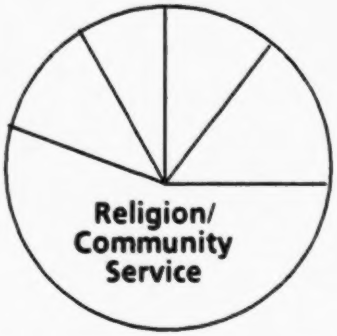


1. A Secretary
A Store Clerk
A Doctor

2. A Homemaker
A Student
A Politician

3. An Unemployed
Parttime Student
A Baker
A Priest





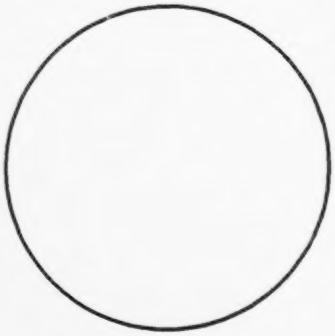
**Categories:**

1. Occupation/Education
2. Family/Home
3. Leisure/Sports
4. Friends
5. Religion/Community Service

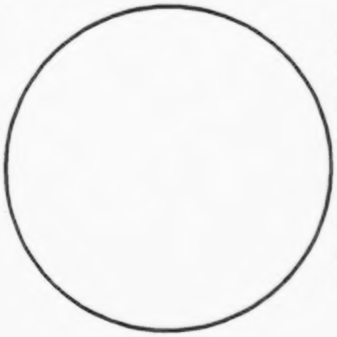
4. A Landscaper
A Truck Driver
A Mayor

5. An Animal Trainer
A Carpenter
A Nun

**Directions:** Divide each circle into parts to show the lifestyle of the person described.



Joan is a welder. After her regular shift, she enjoys playing tennis or talking with her friends. Sometimes she watches TV or goes to the movies. Every spare minute she spends knitting or sewing.



Ernest is a baker at the supermarket Since he works during the early morning hours, he is available to volunteer for Senior Citizen's activities. Mornings are spent driving the bus and afternoons he helps with crafts. Saturdays and Sundays are devoted to Church activities.

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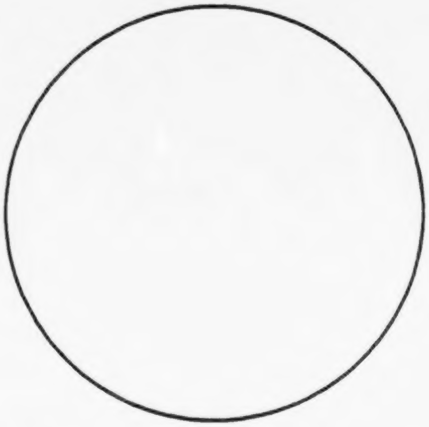
Side II

## Discovering Your Lifestyle

**Directions:** Step I: Circle A below represents your lifestyle as it is now. Divide the circle into parts representing the importance you place on these parts of your lifestyle. Mark and name each part:

**A**

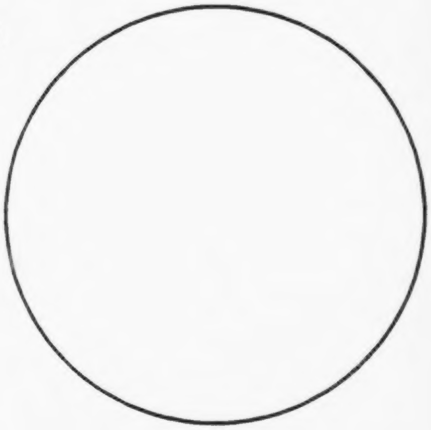


Family/home
Religion/Community
Leisure/Sports
Friends
Occupation/Education

My Present Lifestyle

Directions for Step II. Circle B below represents your lifestyle as you ideally envision it in the future. Again, divide the circle into parts representing how you want your lifestyle to be.

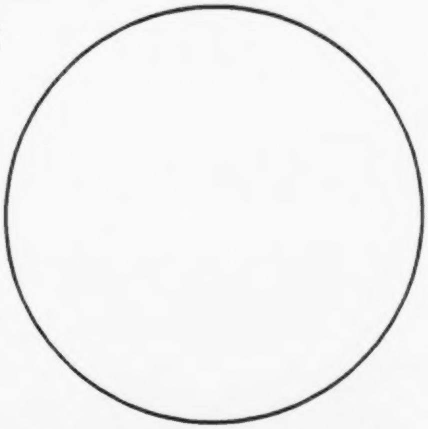
**B**



My Ideal Lifestyle

Directions for Step III. Circle C below represents the influence your choice of occupation may have on your ideal lifestyle. Divide the circle into parts representing your probable lifestyle based on your job choice.

**C**



My Realistic Lifestyle based on occupation.

____________________

**GOAL:** UNDERSTANDING SELF AND OTHERS

**OBJECTIVE:** 2.5 To clarify personal attitudes, beliefs,and values

**SUGGESTED GRADE LEVEL:** 12

**TIME:** 1 class period

**MATERIALS:** Paper and pencils

**ACTIVITY:** Write on the chalkboard, spaced apart from each other, the words: "good thing to do", "not sure if it was good or bad", "bad thing to do."

Have everyone seated in a circle. Ask students to write on their paper on different lines the words: "Story #1", "Story #2", and "Story #3." Explain to the group that they are to choose one of the three comments on the board to go with the following three stories. Read each story and then wait for students to write on their paper.

Story #1 - In the Old West the wagon train stopped because Indians were nearby. In one wagon a woman was holding her sick baby. She believed that if the Indians heard the baby cry, they would be able to find the wagon train and kill everyone. So when the baby began to cry, she smothered the baby until it died. What do you think of her behavior? Make your choice after number one on the paper and write one of the three choices from the chalkboard.

Story #2 - After being told he would be given a car if he got an "A" in math, a high school boy got a copy of the final exam answers and copied them before taking the test. What do you think of the young man's behavior? Make a choice after the number two on your paper and write one of the three choices from the board.

Story #3 - When the principal asked a young lady whether she knew the person selling drugs on the school grounds, she replied, "No." It was her boyfriend who was selling. What do you think of the young lady's behavior? Make a choice after the number three on your paper and write one of the three choices on your paper.

After this activity, sit down and discuss the problem of knowing what is right and wrong. Ask for their personal definitions of right and wrong.

**CLOSURE:** Values are not necessarily good or bad. However, they do affect the way we respond to situations. We need to understand our own values and be tolerant of the values of others.

**GOAL:** UNDERSTANDING SELF AND OTHERS

**OBJECTIVE:** 2.6 To enhance an appreciation of the uniqueness of self and others.

**SUGGESTED GRADE LEVEL:** 9

**TIME:** 1 class period

**MATERIALS:** Paper, pencils and stamp pad, paper towels, and mineral spirits (to clean thumbs).

**ACTIVITY:** Give each student a blank sheet of paper and have each write the following sentence: "One way I am unique compared to everyone in the group is . . ." After the students have copied this, explain to the group what unique means. Then the students should complete the sentence in three different ways. Using stamp pad, ask each student to place his/her thumb print at the bottom of the page. After everyone has completed the writing and placed his/her thumb print at the bottom of the page, tear off the bottom of the page with print on it. Have each student keep the thumb print and become acquainted with the print as you read the uniqueness statements to them. Lightly write your name on the back of the thumb print. Collect the thumb prints, mix them up and ask the students to find their own thumb prints without looking at names on back of paper.

**CLOSURE:** Even if you are a part of a school, a class, a homeroom, a group . . etc., you are still an individual and very unique person; even in finger prints and individual thoughts. Being different and an individual is exciting because it makes you special and unique.

**GOAL:** UNDERSTANDING SELF AND OTHERS

**OBJECTIVE:** 2.8 To understand stress and develop stress management skills (an introduction to stress and its management).

**SUGGESTED GRADE LEVEL:** 9-postsecondary

**TIME:** 1 class period

**MATERIALS:** "Sources of stress" handout, "Getting a Handle on Stress" handout, chalkboard or newsprint and marker.

**ACTIVITY:** Explain that stress is a part of every person's life and that there is no way to totally avoid it. Nor would we want to avoid all stress. Explain that some stress or anxiety regarding an upcoming test can be helpful and cause a person to study. However, too much anxiety can cause a person to forget everything learned. So, stress is a matter of degree. Our goal today is to recognize some sources of stress and think about some ways to manage it.

First, please look at the handout on "Sources of Stress." Mark any of the events listed which you are experiencing. You may add any others which are stressful to you.

The purpose of this exercise is to make you aware of some things you may not have known. Often times,if we know what the stressful events are, we can make adjustments in order to manage our entire lives better.

Now, let's try to think of ways people cope with stress in their lives. Have students brainstorm and someone list all ideas on newsprint or chalkboard.

Here is a handout which summarizes some of our ideas and may list new ones. Please read this and try some of it. (Give out "Getting a Handle on Stress" handout.)

**CLOSURE:** Stress is a necessary part of life. We spend much of our lives trying to keep it at an appropriate balance.

## SOURCES OF STRESS

1. death of parent
2. divorce of parents
3. separation of parents
4. a parent's jail term
5. death of a close family member
6. personal injury or illness
7. a parent's remarriage
8. parents' reconciliation
9. long vacation
10. parent or sibling illness
11. mother's pregnancy
12. anxiety over sex
13. birth of baby
14. new school
15. new teacher
16. money problems at home
17. friend's death or moving away
18. quarrel with parents or of parents
19. change in school responsibility
20. sibling going away to school
21. family arguments with grandparents
22. winning awards
23. mother going to work or stopping work
24. school beginning or ending
25. family living standards change
26. family move
27. trouble with parents
28.
29.
30.

## GETTING A HANDLE ON STRESS

Here are a few suggestions for coping with stress:

1. Work off stress - vigorous activity such as jogging, skipping rope, swimming, or a brisk walk can do wonders for one's physical and mental health.
2. Find a quiet place and sit quietly for 15-20 minutes. Some deep breathing exercises can help as we mentally tell ourselves, "I am relaxed."
3. Learn to accept what you cannot change. If the problem is beyond your control at this time, try your best to accept it.
4. Avoid self-medication. Alcohol and drugs can mask symptoms, but they do not help you adjust to the stress itself. They can even cause more stress. The ability to handle stress comes from within you, not from the outside.
5. Get enough sleep and rest. However, notice signs of wanting to sleep all the time. This can be a sign of stress also.
6. Find someone you can talk with.
7. Balance work and play.
8. Do something for others.
9. Don't set unrealistic goals for yourself and others.
10. Be willing to get help. It's a sign of strength to do something about your problems. Sometimes the thing you need to do is to get professional help for awhile.

# GOAL III: UNDERSTANDING ATTITUDES AND BEHAVIORS

**GOAL:** UNDERSTANDING ATTITUDES AND BEHAVIORS

**OBJECTIVE:** 3.2 To assume responsibility for one's own behavior.

**SUGGESTED GRADE LEVEL:** 9-postsecondary

**MATERIALS:** 3 x 5 cards and pencil

**TIME:** 1 class period

**ACTIVITIES:** Tell a story about a group of students who are in a department store. One of them, Jack, slips away from the group and takes a flashlight off the counter and puts it into his jacket pocket. A man in the store sees this and comes over to the group and begins to yell at the group, accusing them of being a bunch of thieves. On the 3 x 5 card ask students to write a response to that situation. Collect cards and read anonymously. Open the discussion to everyone. Encourage open discussion about each person's responsibility, including Jack's. Now let's brainstorm responsibilities students have at school. As each is mentioned (punctuality, homework, etc.), discuss whose responsibility each area is and some possible consequences (positive and negative).

**CLOSURE:** Regardless of the situation, each person must learn to accept responsibility for his or her behavior.

# GOAL IV: DECISION-MAKING AND PROBLEM SOLVING

**GOAL:** DECISION-MAKING AND PROBLEM-SOLVING

**OBJECTIVE:** 4.2 To understand that decisions are made on a daily basis.

**SUGGESTED GRADE LEVEL:** 9

**TIME:** 1 class period

**MATERIALS:** Story: "Decisions;" pencils; handout (included)

**ACTIVITY:** Read the story "Decisions" to the group. After the story, have students brainstorm all the decisions Chance made that day. Be sure that each of the following is included:

1. Whether to get out of bed.
2. Whether to brush his teeth and wash his face.
3. Which shirt to wear.
4. Whether to eat anything for breakfast.
5. Whether to cheat on his science test.
6. Whether to take Spanish or band next year.
7. Whether to walk the halls or go to the Learning Center.
8. Whether to volunteer to debate.
9. Whether to eat lunch with guys or the two new girls from his English class.
10. Whether to practice his trumpet or play football.
11. whether to go to the professional wrestling match with Luke or fishing with his dad.
12. Whether to watch Kung Fu or study for his math test.
13. Whether to go to bed or watch more TV.

**CLOSURE:** Decision-making is something everyone does many times during the day. Some are important; some are rather ordinary; some are made passively; but they are all decisions.

Not to decide is to decide -- cite examples (watching Kung Fu instead of studying math). Elicit discussion.

## DECISIONS

The sound of the D.J. announcing the 1-4 traffic backup is the first sound Chance hears on this average Tuesday morning. As he slams the top of the clock radio to get a few more minutes sleep, the thought pops into his head that if he doesn't get up, he won't have to face the cold, the teachers, and the whining of his sister. He gets up anyway.

By some miracle, Chance makes it to the bathroom in the dark, finds the light, and stares at the sleepy-looking but rather handsome guy in the mirror. After a brief conversation with his handsome friend, Chance reaches automatically for his toothbrush. It occurs to him that if he skips the brushing and the face-washing chore, he can save some time. "Who would know?" Mom would know! She'd probably smell my breath and guess the truth. More important, what about the two cute girls in my science class? Of course, he performs the washing rituals and heads for his closet. Another decision! If he wears his good old "wear-it-forever" flannel shirt, he'd be ready for the after school football game, but the queen of the house would never let him get out of the door with that shirt And if Miss. Johnson asked him to stand in front of the class to debate changing the law to age eighteen before getting a driver's license, he'd be dead with that shirt .The flannel shirt stays in the closet, and we catch up with our hero on the way to the kitchen with his "normal" shirt and levi's and sneakers, looking very much the part of a high school student.

All this choosing has taken valuable time, and stopping to eat now would eliminate the possibility of picking on his friend Sam before first period A tangerine would have to do, and our hero is off to another day at Orangeplace High School, a very modern school with an old-fashioned faculty.

The bell announces the beginning of the first period The science teacher announces a test covering last week's stuff, and our hero is in trouble. Had he not watched "Fright Theatre" until 2:00 a.m., he could have studied. Chance is in luck; one of the cute girls is sitting across the aisle with her obviously perfect paper in plain view What will our teenager do? Her answers are probably right, and if he fails this test, he is sure to be grounded. This penalty is too severe. He cheats.

Second period finds Chance filling out a form for next year's schedule and having to choose between continuing with band or taking Spanish. Maybe he is feeling guilty from the science incident, but the choice is made: drop band and take Spanish.

Between second period and 2:40, Chance has to decide whether to walk the halls instead of going to the Learning Center, whether to eat with guys at lunch or the two new girls in his English class, and whether to volunteer to debate today or wait until tomorrow. As the bell rings to end the day, our Chance must decide to either go home to practice his trumpet or change clothes and play football. He decides to practice his trumpet.

After supper, Luke, the brother of one of the cute girls, calls and invites Chance to professional wrestling match Saturday night and, of course, this conflicts with his dad's invitation to go on an overnight fishing trip. Chance leaves this decision hanging and turns on the TV as Kung Fu comes on the screen. Just before Chance's brain is totally absorbed, the thought comes into his head that if he studies math instead, he might survive tomorrow's math test.

Finally, as the last credit for Kung Fu slowly rolls across the TV screen, Chance decides enough is enough, turns off the TV, and goes to bed.

Source: Larry Chase, The Other Side of the Report Card: A How-To-Do-It Program for Affective Education, Glenview, IL: Scott, Foresman and Company, 1975.

**GOAL:** DECISION-MAKING AND PROBLEM-SOLVING

**OBJECTIVE:** 4.5 To demonstrate an understanding of a problem-solving model.

**SUGGESTED GRADE LEVEL:** 11-postsecondary

**TIME:** 1 class period

**MATERIALS:** None needed

**ACTIVITY:** On the chalkboard write:

1. What is the problem or situation?
2. What have you tried?
3. What else could you do?
4. What is your next step?

Using the following three problems, ask for students to volunteer to role-play. For the first problem, you should serve as the teacher while a student volunteers to role-play the individual. For the next two problems, allow the students to role-play the teacher as well as the individual.

During the situations direct the student to answer the four questions on the board. After the last question has been answered, go over them and allow the class to come up with alternative answers to the questions.

The important aspects to this activity is not the answers to the questions, but the four steps in problem-solving.

Problem #1:

A student approaches the teacher at the conclusion of the class period to complain about the unit examination which he/she has just completed. The student claims that the material on the exam was not covered in the textbook or the class lectures.

Problem #2:

A student confronts a teacher between classes after being sent to the office. "You have it in for me. You always make a fool of me in front of the whole class. You ask me the hardest questions every time just to pick on me. I don't think I've done anything to serve this."

Problem #3:

A student walks into a classroom and says to the teacher, "This class is a waste of time! There is no reason in the world why I should have to study this stupid stuff! How is this going to help me earn a living? As far as that's concerned, there isn't any reason for me to be in school."

**Additional Problems**:

If time permits, allow students to suggest problems to be used in problem-solving model.

CLOSURE: Using the problem-solving model may help you find solutions to problems you thought were impossible.

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# GOAL IV: DECISION-MAKING AND PROBLEM SOLVING

**GOAL:** DECISION-MAKING AND PROBLEM-SOLVING

**OBJECTIVE:** 4.2 To understand that decisions are made on a daily basis.

**SUGGESTED GRADE LEVEL:** 9

**TIME:** 1 class period

**MATERIALS:** Story: "Decisions;" pencils; handout (included)

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GOAL: DECISION-MAKING AND PROBLEM-SOLVING

OBJECTIVE: 4.5 To demonstrate an understanding of a problem-solving model.

SUGGESTED GRADE LEVEL: 11-postsecondary

TIME: 1 class period

MATERIALS: None needed

ACTIVITY: On the chalkboard write:

1. What is the problem or situation?
2. What have you tried?
3. What else could you do?
4. What is your next step?

Using the following three problems, ask for students to volunteer to role-play. For the first problem, you should serve as the teacher while a student volunteers to role-play the individual. For the next two problems, allow the students to role-play the teacher as well as the individual.

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## Additional Problems:

If time permits, allow students to suggest problems to be used in problem-solving model.

CLOSURE: Using the problem-solving model may help you find solutions to problems you thought were impossible.

# GOAL V: INTERPERSONAL AND COMMUNICATION SKILLS

Please see Unit on
"Interpersonal Communication Skills"

GOAL: INTERPERSONAL AND COMMUNICATION SKILLS

OBJECTIVE: 5.5 To learn conflict-resolution strategies
(an introduction to conflict-resolution)

TIME: 1 class period

SUGGESTED CLASS LEVELS: 12

MATERIALS: "Conflict Situations" sheet, pencils

ACTIVITY: Present the following lecturette; complete the activities suggested

It is inevitable that conflict will arise at some time in your relationship with another person. Sometimes you may feel this conflict at the first encounter, other times the conflict may arise after the relationship has had a chance to grow. If you don't know the other person very well, the conflict may not be of much concern to you; but if you feel very close to the other person, the pressure of disagreement or misunderstanding can cause you much anger or unhappiness or can even make you physically sick.

Even though these interpersonal conflicts are inevitable, many of us may have the general feeling that conflict is bad. Reasons for such feelings come from various sources. We may have grown up in a family where conflict was avoided, where we were punished for expressing a differing point of view, where any kind of discussion dealing with unpleasant issues was stifled, where we were forced to "kiss and make up" before we had explored the source of conflict and resolved the problem. Our experiences in school and with persons other than family members may have discouraged the free expression of feelings, and we may have become afraid to bring disagreements out into the open.

Increasingly it is being recognized that ignoring or covering over these sources of friction between people only leads to the development of more complex and more damaging misunderstandings. In fact, you may note the number of books that are appearing which deal with the issue of how to fight--how to resolve problems constructively so that the relationship grows and prospers. Conflict itself does not destroy a relationship. The inability to handle conflict is what causes a relationship to disintegrate. Indeed, when two persons have worked through and resolved their conflict, their relationship has a good chance of becoming deeper,warmer, and more honest.

Because conflict is going to occur at some time or another in any relationship you have with another person, it is very important to learn some skills in handling conflict constructively.

In practically any group of people,you will find some behavior that will make you or others feel uncomfortable or defensive. Usually someone in the group will act in a way that you do not like for some reason, and you may not be able even to define the reason, to figure out why you're feeling the way you are. Knowing and being aware of behaviors that are inclined to arouse your defenses is the first step in learning how to deal with conflict.

(Hand out "Conflict Situations" sheets and pencils)

Please use this sheet to help you think of at least three conflict situations in which you have been involved. Write down enough about each of them so that you will remember the incident during our discussion. Then write down how you handled each of the situations.

(Allow time for this)

Now I would like for each person to tell about one of the situations on his/her list. As that person tells how it was handled, we will begin a big list of different ways people handle conflicts.

As each person shares, think about how their situations affect you personally. The list we will create will be helpful in solving a variety of conflict situations. Decide which of these ways of acting might be appropriate for you in your particular life experiences. Most important of all, the next time you are experiencing a conflict, see if you can practice some of these behaviors and begin to make them a real part of you.

Have each student share as you make the list. Allow for positive group discussion. Be sure to ask about consequences of each response. The idea of this exercise is to open students' eyes to the many strategies available for each situation. There is rarely only one option available.

CLOSURE: Learning how to manage conflict can lead to a greater feeling of self-confidence; an increased willingness to reach out to others; more skill in handling difficult situations; and smoother, closer, more honest interpersonal relationships.

Source: Competence in Conflicts, Pasco County Student Services Department

## CONFLICT SITUATIONS

| Conflict Situation | How I handled It |
|---|---|
| 1. | |
| 2. | |
| 3. | |

# GOAL VI: SCHOOL SUCCESS SKILLS

Please see Units on
"Study Skills"
and
"Test Taking Skills"

# GOAL: VII CAREER DEVELOPMENT AND EDUCATIONAL PLANNING

Please see Units on
"Employability Skills"
and
"College Admissions"

GOAL: CAREER DEVELOPMENT AND EDUCATIONAL PLANNING

OBJECTIVE: 7.1 To understand the relationship between academic choices and options for the future.

TIME: 1-2 class periods, depending on size of group. Suitable for individual planning.

SUGGESTED GRADE LEVEL: 9-postsecondary

PREREQUISITE: Completion of an interest inventory.

MATERIALS: Occupational guides such as Discover, Chronical, Choices, C-Lect, Occupational Outlook Handbook, Florida View.

NOTE: Session ideally held in school's Career Resource Center.

ACTIVITY:

1. Review the interest inventory experience, asking student(s) to look over occupational possibilities reflected in score results. Ask students to choose three occupations for individual research. Explain that the following activity will provide information about the educational background of each selected occupation.
2. Distribute handout. Review directions and have student(s) fill in names of three choices in the first section.
3. Demonstrate the process of completing the handout, using chalkboard or overhead. Ask students for suggestions of information to be added (i.e., electives relating to occupation, special skills, etc.).

| Name of Occupation | Education Requirements | Current Courses | Extra-Curricular Activities |
|---|---|---|---|
| **Athletic Trainer** | Bachelor's Degree in a health-related field (4 years college). National Certification as athletic trainer(hours of experience required). | College Preparation<br>● Math<br>● Science<br>● English<br>● Foreign Language<br>● Social Studies<br>● Electives | Taking part in Athletics<br>Volunteering with handicapped children |

4. Acquaint student(s) with sources available to locate information providing assistance as necessary in their search.

CLOSURE: Conduct a review discussion guided by the following questions:

- Were there any surprises?
- How many of you are currently taking courses in school related to your occupational choices?
- From what you learned in this activity, what changes might be necessary for you to make in your current four year school plan?
- In what ways do extra-curricular activities, hobbies and out of school interests support preparation for your chosen occupation?
- What are the best academic choices to make if plans for the future are uncertain?

## STUDENT ACTIVITY SHEET

**DIRECTIONS:** Write the three occupations you have chosen to research in the space provided on the chart. Use a variety of sources to find out as much as possible about the education you will need to enter that field. Summarize that information on the chart. Complete the information about your planned school program in the third section. What courses are you taking which will aid you in this occupational field? What extra-curricular activities may help you reach future goals? What changes in course selection would be necessary or advisable to meet occupational requirements?

| Section I<br>Name of Occupation | Section II<br>Education Requirements to Prepare for this Field | Section III<br>Planned Courses which fulfill Occupation Requirements | Section III<br>Changes Needed to Meet Occupation Requirements | Extra-Curricular Activities |
|---|---|---|---|---|
| 1. | | | | |
| 2. | | | | |
| 3. | | | | |

GOAL: CAREER DEVELOPMENT AND EDUCATIONAL PLANNING

OBJECTIVE: 7.2 To update the four-year academic plan

SUGGESTED GRADE LEVELS: 9, 10, 11

MATERIALS: Individual four-year plan forms, some blank forms, pencils, copies of curriculum guide with graduation requirements and sample four-year plans.

ACTIVITY: Explain to students that each decision we make affects other decisions. Explain that one's choice of courses and progress made this year will affect next year. Pass out materials and ask students to make any changes needed in pencil -- year by year and subject by subject. Counselor or advisor should review, initial, and date the form.

CLOSURE: Tell students where the forms are kept and that any change may necessitate other changes, but their plan is in pencil,and, therefore, is flexible.

GOAL: CAREER DEVELOPMENT AND EDUCATIONAL PLANNING

OBJECTIVE: 7.3 To develop a high school plan for meeting career goals.

GRADE LEVEL: 9-postsecondary

TIME: 1 class period or on an individual basis.

MATERIALS: High School Career Planning Folder, one for each student; chalkboard or overhead and pen, pencils (schools may want to consider developing and printing a planning folder similar to the example on the next four pages).

ACTIVITY:

1. Have students brainstorm components which should be included in a career plan (be sure to include: Goal identification and Goal Setting, Self-Awareness, Work Awareness, Education & Training, Occupational Information and Research, Decision-Making, Resources for Help, Work Trends and Future Jobs, Student Part-time Employment, Planning for Change). Expand on information in each component as needed.
2. Distribute planning folder. Explain that this folder will be a collection of information about each person throughout his/her school career and will be revised periodically throughout the school years to accommodate additions and revisions. The folder will be available for students on an "as needed" basis and may include such items as report cards, test scores, information on jobs, college information and more. The folder will be given to the student with the diploma at graduation time.
3. Have students complete sections that are currently appropriate.

SAMPLE FOLDER - FRONT

# Winter Park High School

# WILDCATS

# Student Folder for High School Plan

SAMPLE FOLDER - INSIDE TOP LEFT

## Freshman Year - "Orienting"

"Orienting" means adjusting. You are in a new school, with new teachers, new friends and new expectations both of others and of yourself. Learning more about yourself; your interests, abilities, experiences, and values will help you better find where you fit in. Thinking about the following may help you become better oriented.

If I could pick a career right now, I would be a: ______________________

______________________________________________

I'd pick this because: ______________________

______________________________________________

One thing I'm best at is: ______________________

______________________________________________

I have to work the hardest at: ______________________

______________________________________________

My favorite high school subject is: ______________________

A new friend at W.P.H.S. is: ______________________

I plan to join (Club or Team): ______________________

______________________________________________

Some people I admire are: ______________________

______________________________________________

### Graduation Requirements I've completed this year:

English ______________
Math ______________
Science ______________
Soc. Studies ______________
Per. Fitness / LMS ________

Fine Arts ______________
Pract. Arts ______________
Electives ______________
______________
______________

## Sophomore Year - "Searching"

"Searching" means exploring; finding out and trying out new courses, new ways of thinking, and new activities. It means learning to take a chance so that you learn more about yourself and the world around you. It doesn't mean doing something stupid or dangerous, but it does mean stretching yourself in ways you never thought of before so that you discover new possibilities.

I now belong to: ______________________

My best grades are in: ______________________

One thing I've learned about myself this year is: ______________________

______________________________________________

Some careers I've learned about this year are: ______________________

______________________________________________

Something new I've tried this year is: ______________________

______________________________________________

### Graduation Requirements I've completed this year:

English ______________
Math ______________
Science ______________
Soc. Studies ______________
Per. Fitness / LMS ________

Fine Arts ______________
Pract. Arts ______________
Electives ______________
______________
______________

### Graduation Course Requirements

English I, II, III, IV
Math (3 credits)
Science (3 credits)
American History
World History
American Government
Economics

Personal Fitness
Life Management Skills (LMS)
Fine Arts (1/2 credit)
Practical Arts (1/2 credit)
Electives (15 credits)

TOTAL: 25 credits

SAMPLE FOLDER - INSIDE BOTTOM HALF

## Junior Year - "Planning"

"Planning" means setting goals, organizing them, and developing strategies for achieving them. When planning, you must take a realistic view of yourself and the world around you. If you can do this, then your plan will also be realistic; and the view you have of the road ahead will be clearer, both near and in the distant future.

My career goal is now: ________

Has it changed since your freshman year? ________ Why? ________

________

Some colleges or vo-tech schools I plan to write or get more information:

________

I am very active in: ________

When I think about college I get: ________

________

My primary goal for this year is: ________

________

My summer plans are: ________

________

### Graduation Requirements I've completed this year:

English ________
Math ________
Science ________
Soc. Studies ________
Per. Fitness / LMS ________

Fine Arts ________
Pract. Arts ________
Electives ________
________
________

## Extracurricular Activities

| Activity | Year | Office held (if any) |
|---|---|---|
| | | |
| | | |
| | | |
| | | |

## Senior Year - "Crystallizing"

"Crystallizing" means narrowing down the choices and focusing more closely on your plans after graduation. It involves clarifying your goals, and defining your priorities. Orienting, searching and planning are all important in the decisions that you are making. The past, present, and future are all considered in the process.

My plans for next year are: ________

________

I have done the following things to make those plans a reality:

________
________
________

My proudest moment in high school was: ________

________

My career goal is: ________

________

When I think about W.P.H.S., I feel: ________

________
________
________

### Graduation Requirements I've completed this year:

English ________
Math ________
Science ________
Soc. Studies ________
Per. Fitness / LMS ________

Fine Arts ________
Pract. Arts ________
Electives ________
________
________

## Honors and Awards

________ ________
________ ________
________ ________

SAMPLE FOLDER - BACK

# College and Career Check List

## Freshman Year - "Orienting"

Have you...

_____ begun to develop good study habits?
_____ made new friends?
_____ learned the school rules?
_____ joined a club or organization?
_____ considered trying out for an athletic team?
_____ been to a W.P.H.S. game?
_____ met your counselor?
_____ been having fun?

## Sophomore Year - "Exploring"

Have you...

_____ checked your graduation requirements?
_____ visited the College and Career Resource Center?
_____ completed *Discover* career program?
_____ attended sophomore seminars?
_____ updated your four-year high school plan?
_____ tried doing something new?
_____ become active in an extracurricular activity?
_____ continued to have fun?

## Junior Year - "Planning"

Have you...

_____ done a career search?
_____ had your career search interpreted?
_____ done a college search?
_____ met with some college representatives?
_____ met with your counselor regarding your high school and post-high school plans?
_____ updated your four-year plan?
_____ attended junior seminars?
_____ talked to your parents about your plans?

## Senior Year - "Crystallizing"

Have you...

_____ written for college applications?
_____ visited some colleges?
_____ firmed up your post-high school plans?
_____ reviewed your graduation requirements?
_____ checked the *Daily Bulletin* regularly for scholarship information?
_____ thanked people who wrote recommendations for you?
_____ kept your *Wildcat* spirit?
_____ continued to work hard and have fun?

**GOAL:** CAREER DEVELOPMENT AND EDUCATIONAL PLANNING

**OBJECTIVE:** 7.4 To become aware of post-high school educational and training options. (How to Get the Most from College Night).

**SUGGESTED GRADE LEVELS:** 9-12

**TIME:** 1 class period (or less)

**MATERIALS:** Worksheet (included); list of colleges participating; pencils; college guide books and catalogs (may hold meeting in Career Center).

**ACTIVITY:** Explain that this week students have a wonderful opportunity to "visit" a large number of colleges by conversing with college representatives who will be in the Orlando area. One can simply show up at College Night, stumble around, and pick up some brochures lying around or -- one can do a little advance preparation and make the most of College Night.

Today you will have opportunity to do the advance preparation. First, you will receive a copy of the names of all colleges that will be represented. Look over the list and circle those that you know you would like to hear about.

Now you need to do a tiny bit of homework on those colleges so you will have good questions to ask. For example, there should be no need for you to ask a representative where the college is located or how many students they have. Why? Because you can easily get that information from a college guide or catalog. But you may need to ask about the placement rate of students studying criminal justice at the school or about the kinds of concerts the school chorus performs. You will probably not be able to obtain that information from other sources.

Your parent(s) may want to go to College Night also -- that is perfectly OK. However, if there are a lot of schools you want to learn about, you may want to take part of the list and give your parent(s) another part. Then you can pool the information gathered.

I will give you worksheets for College Night. Please complete the columns entitled "Name of College and Location" and "Questions You Have." You can develop questions as you search the college guides and catalogs we have here for you to use. I will be available to assist you as you search and begin the worksheet. (Allow time and circulate to help any students needing assistance.)

**CLOSURE:** If you would like to begin getting some mail sign up with representatives of your choice. Guidance personnel are anxious to assist you as you continue your search. Enjoy College Night!

# COLLEGE NIGHT

| Date | Place |
|---|---|
| | Valencia Community College, West |
| | Seminole Community College |
| | Valencia Community College, East |

*Bring a pen to fill out "contact" cards for the colleges.
*Bring a folder to help you organize the materials you collect.
*List below the colleges you would like to learn about. List questions you have to ask the representatives.

| Name of College and Location | Name of Representative | Questions You Have |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |

GOAL: CAREER DEVELOPMENT AND EDUCATIONAL PLANNING

OBJECTIVE: 7.4 To become aware of post-high school educational and training opportunities.

SUGGESTED GRADE LEVEL: 11 and postsecondary

TIME: 1 class period

MATERIALS: Chalkboard or overhead and pen; handouts

NOTE: Handouts omit 4 year college and apprenticeship training. You may wish to locate other sources for this.

ACTIVITY:

1. Elicit responses on types of career options open to students after high school graduation. Include marriage, armed forces, work, public and private voc/tech schools, community or two year colleges, four year colleges, volunteering, apprenticeship programs, doing nothing.

2. Have students respond to each area, giving possible advantages and disadvantages of each option. Record responses.

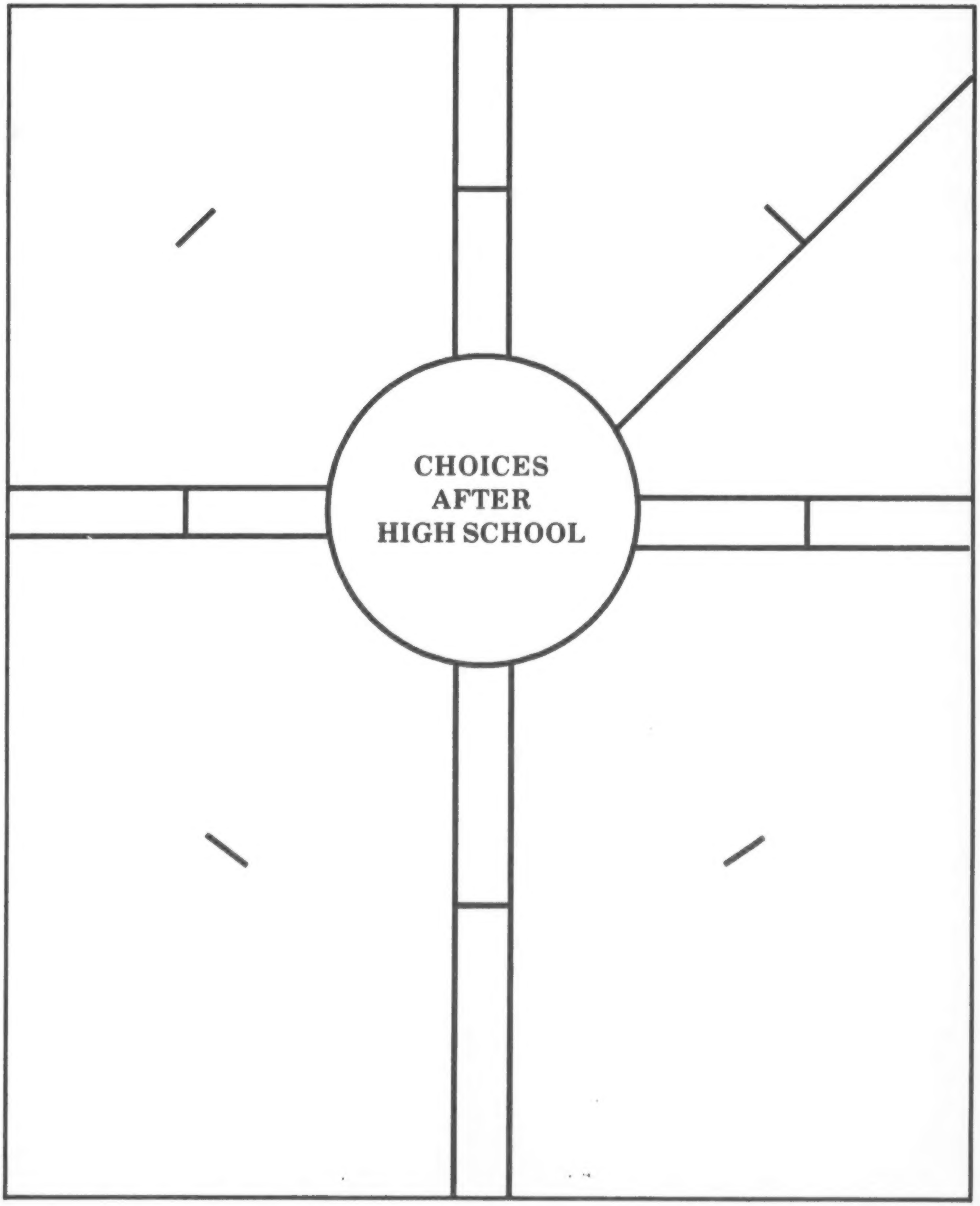
3. Ask each group member to share an occupation he/she is presently thinking about and what choice from the list would be appropriate to fulfill training requirements. If student cannot name an occupational choice, have him/her select a career option from the list.

4. Distribute handouts and make comments on any contents you want to stress.

CLOSURE: Point out several factors which can influence career choice; cost, academic performance, aptitudes, personal preferences, length of training or education required. Several choices can be made simultaneously: attending community school and working; marriage and military, for example. Some occupations offer more than one training route. Considering all options, advantages and disadvantages, is a necessary part of effective career planning.

OTHER OPTIONS:

1. Schedule small groups of students with similar occupational interests into Career Center for research.


CHOICES
AFTER
HIGH SCHOOL

## STUDENT ACTIVITY SHEET

# EDUCATION AFTER HIGH SCHOOL: SOME ALTERNATIVES TO A FOUR-YEAR COLLEGE OR UNIVERSITY

### COMMUNITY COLLEGES AND JUNIOR COLLEGES

Two-year programs of study and training are offered by many community and junior colleges. Most of these schools enroll a local student population; many are primarily "community" colleges . Career and technical majors offer a foundation of knowledge and skills in a specific field and prepare the student for direct entry into that field, such as nursing, computer technology, accounting, legal secretarial and child study.

Transfer program are designed to provide the general scholastic requirements for the first two years of college study. In transfer programs,students follow a core-curriculum. Successful completion of two years of study provides credits which are transferable to a four-year college, allowing the student to continue as a third-year enrollee.

Both types of two year programs provide either an Associate Degree (AA or AS) or a certificate of proficiency. Work-study and "co-op" programs are important parts of two-year programs. Some community and junior colleges also offer shorter, non-degree training courses of study, concentrating on specific skills required in entry-level positions. Catalogues from local community and junior colleges should be consulted for current offerings.

### TRADE AND TECHNICAL SCHOOLS

Some trade and technical schools are public institutions; others are private. The private trade and technical schools are sometimes called "proprietary" schools and often use mass market sales techniques to encourage enrollment. Trade and technical schools usually offer training in five or six specific areas. Some specialize in one or two. High school guidance offices, libraries, and career centers have current guides to trade and technical schools. Local schools are also listed in the "yellow pages" of the telephone directory under schools. It is important to investigate accreditation and costs, as well as the job placement services provided by such schools.

### THE MILITARY

The military offers training in over three-hundred occupational fields; most are equally open to men and women. Extensive aptitude testing (the ASVAB) and the training are offered at no cost and often continue for the enlistment period. Such training and experience is directed toward developing and training specialists. Many of these specialized fields are related to work in civilian life .The military also offers excellent educational benefits beyond the specific service-related training. Students may enroll in reserve programs while still in high school. R.O.T.C. allows exploration before enlisting.

### INFORMAL APPRENTICESHIPS AND ON-THE-JOB TRAINING

These opportunities often become attractive career options resulting from a summer or part-time job. Business owners, artisans, craft-persons and restaurant operators often choose to train a young person who shows skill potential and enthusiasm for the work of the business. Although some additional education and training may be necessary along with on-the-job training, the primary benefits come from building knowledge and skill through the experiences of doing.

## VOLUNTEER SERVICES

For students interested in helping others, or those undecided about career choice, volunteer service to a community agency can help one learn a great deal that is useful. Volunteers help in hospitals, nursing homes, mental health centers, private welfare agencies and schools. "Hotlines" for the elderly, suicide prevention, and child abuse offer training to volunteers which might be the initial step in setting one's goals for a career field. Combined with travel or a willingness to relocate, volunteer service can provide broad training and experience. Opportunities in the Peace Corps and similar program nationwide and outside of the United States provide a unique opportunity to learn and serve others . Training to be a volunteer can be learned through the TurnAbout Tutor Program available as an elective course in most Orange County High Schools.

Adapted from PROJECT BICEP, Barnstable, MA Guidance 7-12, pp. 221-222.

## COMMUNITY TRAINING AND EDUCATIONAL SOURCES

Community Colleges:

Seminole Community College
Sanford, FL 32771-6199
843-7001

Valencia Community College
P.O. Box 3028
Orlando, FL 32802
299-5000

Colleges:

University of Central Florida
P. O. Box 2500
Orlando, FL 32816
275-2000

Rollins College
1000 Holt Avenue
Winter Park, FL 32789
646-2000

Check yellow pages under schools - Universities and Colleges (Academic) for additional university and school listings.

Public Vo. Tech Centers

Westside Vo-Tech Center
731 E. Story Road
Winter Garden, FL 32787
656-2851

Mid-Florida Technical Institute
2900 W. Oak Ridge Road
Orlando, FL 32809
855-5880

Winter Park Adult Vocational Center
901 Webster Avenue
Winter Park, FL 32789
647-6366

Orlando Vo-Tech Center
301 W. Amelia Street
Orlando, FL 32801
425-2756

U.S. Armed Forces

| | | | |
|---|---|---|---|
| USAF | 896-1588 | Reserves | 855-0725 |
| Army | 898-2769 | Reserves | 857-0090 |
| Navy | 896-8045 | Reserves | 648-6265 |
| Marines | 896-8475 | Reserves | 894-9657 |

Apprenticeships

Associated Builders and Contractors, Inc.
126 Palmetto, Winter Park
628-2070

Volunteer Service

Young Volunteers in Action
1900 N. Mills Avenue
Orlando, FL 32806
896-0943

High School

Turn About Tutor Program or Peer Facilitator Program
Local High School

## Community and Training and Educational Sources (continued)

| | |
|---|---|
| National | National Center for Voluntary Action<br>National Office<br>1785 Massachusetts Ave., NW<br>Washington, D.C. 20036 |
| Entry Level Jobs | School Occupational Placement Specialist<br>Full and Part-time jobs |
| | Job Service of Florida<br>(Check white pages of phone book for nearest location) |
| | Mayor's Youth Employment Program<br>849-2197 (Primarily summer employment) |
| | Private Industry Council<br>633 E. Colonial Dr. (Primarily disadvantaged youth)<br>Orlando, FL<br>420-3816 |
| | Job Corps (Job Training)<br>Check with your occupational/placement specialist or counselor for details. |
| | The Orlando Sentinel Newspaper<br>Check "Want-Ads" section |
| | Employment Contractors - Temporary and Paid<br>Look under "Employment Contractors" in yellow pages |

GOAL: CAREER DEVELOPMENT AND EDUCATIONAL PLANNING

OBJECTIVE: 7.5 To develop a post-high school plan for meeting educational and career goals.

SUGGESTED GRADE LEVEL: 12 (after students have received preliminary information on post-high school options.)

MATERIALS: Handout (included), pencils or pens

TIME: 1 class period

ACTIVITY: Explain that since it is now the senior year, it really is time to make some kind of plan for the next year. This does not have to be "written in blood" or to necessarily include more than one year after graduation, but it is time to finalize plans. Further explain that while the choice clearly belongs to the student, that the counselor is willing to help the student explore options and clarify his/her own preferences. Give out survey sheet and allow time for completion. After receiving sheets, make appointments (and write out passes) for students who need further help.

CLOSURE: Offer guidance services to students as they plan for next year. Explain that these are very personal decisions that only they should make, but the counselor is willing to help.

Name ______________________
Counselor ____________________

## SENIOR GROUP

My senior year:

- ______ is going well
- ______ is not going well, but I'm OK.
- ______ I may need some assistance.

My plans for next year are ________________________________________________

________________________________________________________________________

________________________________________________________________________

I have done the following things to make my plans happen: ________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

I still need to do the following things:

| Things To Do | When I Will Complete |
|---|---|
| | |
| | |
| | |
| | |
| | |
| | |

I may need help with the following:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

GOAL: CAREER DEVELOPMENT AND EDUCATIONAL PLANNING

OBJECTIVE: 7.6 To understand the impact of transition from post high school education to work.

SUGGESTED GRADE LEVEL: Postsecondary

TIME: 1 class period to program completion

MATERIALS: None needed

ACTIVITY: Explain the importance of utilizing all the skills achieved during the educational process. Students should apply the employability skills learned, i.e., punctuality, attendance, group dynamics, teaming, etc., that were stressed in the classroom. As a part of the actual job performance competencies achieved, students should understand that learning is lifelong and that today's skills may be replaced tomorrow through updated technologies. The necessity to return to school may present itself and students should remain aware of course offerings that may aid them in career advancement. It is also important to explain that continued counseling and career services remain available to students after graduation or program completion.

Utilize the following questions to encourage discussion from the group.

1. How would punctuality and attendance impact success on the job?
2. Would you feel comfortable working in a group situation? Why? Why not?
3. Do you feel that the skills learned in your vocational program are adequate for successful employment?
4. Can your present occupational skills be adapted to fit the needs of today's updated technology?
5. Because today's technology is constantly being updated, would you be inclined to keep up with the trends through additional course (skills) update?

CLOSURE: Students should recognize that the application of ALL SKILLS learned in the educational process will aid in making a smooth transition from school to work. The importance of lifelong learning also stresses that all skills must be reviewed and updated to ensure continued success in the world of work.

GOAL: CAREER DEVELOPMENT AND EDUCATIONAL PLANNING

OBJECTIVE: 7.7 To become familiar with career resources within the school

SUGGESTED GRADE LEVEL: 9, 10, Postsecondary

TIME: 1 class period

MATERIALS: "Services Requested" form, pencils, career center or services of OPS brochure, if available.

ACTIVITY:

1. Introduce various components of Resource Center and explain services provided by occupational specialist and counselor.
2. Discuss role of Teachers as Advisors, individual teachers, and media center as career resources. Explain special programs which provide opportunities for awareness and development (vocational classes, shared time with vocational/technical schools, Executive Internship, Young Volunteers in Action, job shadowing, clubs, guidance special interests seminars).
3. Allow students to browse around Center to become acquainted with books, vertical files, computer program, etc.

CLOSURE: Have students complete a "Services Requested" form for those areas of interest or need.

OTHER POSSIBLE ACTIVITIES:

Design a "Scavenger Hunt" which will encourage students to actually use resources to find facts, such as: the beginning salary of a career in which I am interested, the requirements for getting into a college of interest to me, etc.

GOAL: CAREER DEVELOPMENT AND EDUCATIONAL PLANNING

OBJECTIVE:
7.9 To understand the working world's expectations for employment.
7.8 To understand the relationship between school success and employment.

ACTIVITY:

1. Have students brainstorm their perceptions of what an employer wants in an employee (may be done individually or in small groups).
2. Compare student perceptions with data from employers and discuss similarities and differences.
3. Discuss school expectations for students. Compare similarities and differences between school and employer expectations.
4. Explain internship programs available to postsecondary students.

CLOSURE: From each list have students identify 5-6 skills which they possess.

OTHER POSSIBLE ACTIVITIES:

1. Have class develop a list of expectations common to both employers and school. Have half the class survey employers to rank expectations. Have other group survey teachers and administrators to rank expectations. Compile and compare results.

GOAL: CAREER DEVELOPMENT AND EDUCATIONAL PLANNING

OBJECTIVE: 7.13 To design an educational and career plan prior to or upon program entry.

SUGGESTED GRADE LEVEL: Postsecondary

TIME: 1 class period, prior to or as soon after enrollment as possible.

MATERIALS: Results from interest inventories, test scores, paper, pencil, Vocational Evaluation Report (if available), course offerings information, short- and long-term goals activity sheet.

ACTIVITIES:

1. Provide students with basic skills test scores Explain criteria for program success and enrichment (i.e., remedial) activities available.
2. Review interest inventory results, relating clusters to program offerings.
3. Provide students with "short- and long-term goals" sheet, assisting them with completion.
4. Emphasize a career ladder approach for the accomplishment of educational goals as they relate to job placement (immediate employment needs versus long-term goals).

CLOSURE: Students should begin a planning process which combines abilities, interests, and short- and long-term goals to achieve objectives related to immediate employment and future career aspirations.

**GOAL:** CAREER DEVELOPMENT AND EDUCATIONAL PLANNING

**OBJECTIVE:** 7.13 To design an educational and career plan prior to exit (program Completion).

**SUGGESTED GRADE LEVEL:** Postsecondary

**TIME:** 1 class period, prior to program completion

**MATERIALS:** Progress reports, competency checksheets, new basic skills scores (if remediation has occurred).

**ACTIVITIES:**

1. Provide students with basic skills test scores (previous and new). Review scores to insure that state standards are met.
2. Review competencies completed with students and discuss immediate goals (employment or continuing education).
3. Review previously completed short- and long-term goals and modify those goals in relationship to achievement.
4. Explore the options available, refer students seeking employment to job placement, provide other referral information as needed.

**CLOSURE:** Students should have an understanding of the importance of planning and demonstrate the ability to continue formulating educational and career plans throughout life.

## OCCUPATIONAL GOALS

SHORT-TERM:

LONG-TERM :

Name: ____________________________________________

Program of Interest: ______________________________

__________________________________________________

Date: _____________________________________________

GOAL: CAREER DEVELOPMENT AND EDUCATIONAL PLANNING

OBJECTIVE: 7.14 To understand the influence of early school leaving and limiting options for the future.

SUGGESTED GRADE LEVEL: 9-11 - postsecondary (can also be done on individual basis)

TIME: 1 class period

MATERIALS: Chalkboard or newsprint
Several handouts (attached)

ACTIVITY:

1. Have students describe to a partner(or write on paper) some of their personal dreams for the future (including lifestyle, job, accomplishments, possessions, etc.).
2. As a group, develop a list of life areas which may be affected by leaving school early. (Choice of job, family relationship, self-esteem, intellectual growth, lifetime earnings, type of friends, marriage partner, material possessions, leisure time).
3. From the group-generated list, have students describe how each area may be impacted, positively or negatively. (May use " + " or "-" or "0" for no impact. May use multiples " + + + " for intensity). Place these codes beside items on list.
4. Share with students current data on societal impact of early school leavers. (i.e., cost to taxpayers, rise in crime, loss of potential earnings, etc.).

CLOSURE: Compare consequences of dropping out with personal future plans to determine the viability of choosing to leave school early.

## Consequences of Dropping Out of School

Dropping out of school has significant potential consequences for both the individual and society. Conversely, completion of high school is associated with personal and labor market benefits. Research also suggests that, in some areas, there are differential benefits for males and females.

- Completion of a high school education is associated with higher rates of employment for all segments of the population. In 1986, the employment rate for young adults age 18 to 24 who had completed four years of high school was about 44 percent higher than the employment rate of dropouts; for adults age 25 to 44, the employment rate for graduates was 36 percent higher than the rate for dropouts; for 45-to-64-year-old, it was 28 percent higher.

- While employment rates for males are consistently higher than rates for females -- both for dropouts and for high school graduates -- completion of high school reduces the gap in employment rates between males and females. In March 1986, the employment rate of female dropouts age 18 to 24 was only 68 percent of the employment rate of male dropouts; for graduates, the female employment rate was 83 percent of the male rate. Among 25-to44-year-olds, the employment rate of female dropout was only 62 percent of the male rate, but the rate for female graduates was 76 percent of the male rate. For adults age 45 to 64, the female employment rate increased from 58 percent of the male rate for dropouts to 69 percent of the male rate for high school graduates.

- Although white females have an employment rate that is closer to that of white males, completion of high school reduces the gap in employment rates between males and females more for minorities than for whites. For black females age 18 to 24, the employment rate for dropouts was only 45 percent of the rate of black males, while for high school graduates, it was 72 percent of the male rate. Similarly for Hispanics, the female rate of employment increased from 50 percent of the male rate for dropouts to 78 percent for graduates.

- Completion of high school is associated with a shift in employment from the lowest-paying positions as operators, laborers and service workers to higher-paying positions, mostly in sales, precision production, technical fields, and administrative support. Males, however, tend to move more into higher-paying technical and sales positions, while females move more into lower-paying administrative support positions. Thus, while high school completion works to the advantage of both males and females in the types of employment available to them, males appear to benefit more than females in the types of jobs that a high school diploma opens up to them.

- High school graduates earn more money than high school dropouts over the course of a lifetime. Estimates of the difference in lifetime earnings for males ranges from $260,000 to $585,000 and for females from $170,000 to about $300,000.

- Although completion of high school improves the earnings of both males and females, it improves the earnings of females relative to males most among whites in the younger age group. For young minorities and for older age groups in the civilian labor force, completion of a high school education does not appear to reduce the earnings gap between males and females.

- High school dropouts produce a range of negative consequences for society. It was estimated in 1972 that high school dropouts cost the nation annually about $77 billion: $71 billion in lost tax revenue, $3 billion in welfare and unemployment costs, and $3 billion in crime prevention costs. A more recent estimate suggests a loss of about $68 billion in tax revenues to all levels of government from the high school class of 1981 alone.

Source: Dropping Out of School
Executive Summary
Joel D. Sherman
Pelavin Associates, Inc.

# AT RISK YOUTH
by
JOANNA ROBINSON

A million students drop out of high school each year in the United States. That means one out of four students leaves school without graduating. We are beginning to realize what a national tragedy this is both for the individuals who drop out and for society which bears the resulting costs. These facts bring home the point:

- Dropouts are two-and-a-half times more likely than high school graduates to be unemployed.
- By age 25, even employed dropouts earn only two thirds the income of those who stayed in school.
- Only one in six jobs is suitable for a high school dropout, and these odds will only grow worse as increasing technology requires a more educated workforce.
- Up to 80 percent of some prison populations are high school dropouts.
- Dropouts are more likely to need unemployment compensation, public health care, welfare, and public housing (Appalachian Regional Commission, 1987).

It is estimated that each high school dropout costs society a minimum of $26,000 over his or her worklife (Weber and Mertens, 1987). With a million dropouts produced each year, the impact of the problem is staggering.

However, as public awareness of this crisis grown, steps are being taken to remedy the situation. The characteristics of students at risk of dropping out, the reasons why students leave school before graduation, dropout prevention strategies, and a variety of exemplary programs are all being scrutinized in order to find solutions to the problem.

## WHO DROPS OUT?

The dropout problem is a complex one with many contributing factors. A useful way to approach it is by examining some of the characteristics of high school dropouts. While not all students who display these characteristics drop out, students who do dropout usually display one or more of these characteristics:

- poor academic performance
- repetition of one or more grades in school
- low intelligence test scores (mean IQ of 90)
- poor basic skills in reading and math
- lack of interest in school and school work
- low self-concept and social maturity
- feelings of alienation in relation to school, teachers, and peers.
- hostility, unruliness, passivity and apathy
- frequent absences and tardiness
- infrequent discussions with parents, teacher, or counselors regarding future educational and/or employment plans
- low socioeconomic backgrounds
- members of minority groups
- some type of handicap or limiting condition

- receipt of little family encouragement and support in regard to staying in school
- weak or broken homes
- homes in which one or both parents did not complete high school
- pregnant and/or married (Weber and Mertens, 1987).

These dropout characteristics may not be the causes of dropping out, but as indicators they are extremely useful. They could be the basis for a computerized system to identify and track at-risk students. Extra support could then be offered to those who need it well before they drop out. In fact, the use of such predictors makes it possible to identify at-risk students as early as kindergarten and first grade, making intervention possible before years of cumulative failure makes dropping out inevitable.

The strongest predictor of dropping out is repetition of a grade in school. In fact, Joan Solomon, Director Urban Education for Missouri's Department of Elementary and Secondary Education, says that the likelihood of a student dropping out increases by 40 or 50 percent if retained in one grade and increases by 90 percent for those retained in two grades of school (Solomon, 1987).

The impact of family and socioeconomic status is very significant in placing a person at risk of dropping out. A high percentage of dropouts come from families from which a parent or sibling has dropped out.

Source: LINC Letter, published by the Missouri LINC, University of Missouri-Columbia.

# STUDY SHOWS THAT HIGH SCHOOL DIPLOMA IS WORTH $352 A MONTH

**WASHINGTON (AP)**

**What's it worth to finish school?**

For high schoolers, graduating means an extra $352 a month in earning power.

And college students who finish four years earn $672 a month more than those who attend college but don't get a degree.

Those were among the findings of a Census Bureau study released yesterday, measuring the average income of adults, based on how much schooling they had received.

Tops on the list were professionals, lawyers, doctors, and dentists who took home more than five times the pay of people who failed to complete high school.

The study found that only about one American in five - 21 percent - has a college degree, but they are the ones who make the money, according to the report. What's It Worth? Educational Background and Economic Status: Spring 1984.

From top to bottom, there was a spread of $3,178 a month in average income. That is the range from the average professional, who earns $3,871 monthly, and the high school dropouts, who average only $693.

"There is a clear relationship, that economic rewards to accrue at each progressive level"of education, Robert Kominski of the Census Bureau said in an interview.

Following professionals, the study said, were people who had received doctorates, who averaged $3,265 a month over the four-month study period.

Holders of Ph.D. degrees, while having extensive professional training, are scattered over a wide variety of fields, and thus on average earn less than the professionals, who are concentrated in the high-paying areas of law and medicine, Kominski said.

At the next step down, people who have achieved a master's degree averaged $2,288 a month, the study found. Holders of a bachelor's degree averaged $1,841, followed by those with an associate's degree at $1,346.

Close behind were people who received vocational training, who had average monthly earnings of $1,219. People who attended college but left without a degree averaged $1,169, and high school graduates managed $1,045 a month.

Well back at $693 were those who dropped out without finishing high school.

**Jacksonville Journal, Friday, October 2, 1987

# GENERAL DROPOUT INFORMATION AND STATISTICS

**"A Mind is a Terrible Thing to Waste!"**

For quite some time now, concern has been expressed for students who did not complete their education; but, until recently, the dropout was not considered a major problem. However, in the United States today, in community after community, THOUSANDS OF YOUNG MINDS ARE WASTING. According to a conservative estimate, the overall dropout rate is reaching 30 percent. In actual numbers, between 800,000 and 1,000,000 youth drop out each year. In all, one out of every four students entering the eighth grade now drops out before graduating. What is even worse, many of these youths not only drop out of school, they also "drop out of life." Although about 25 percent of these youths may obtain an unskilled job, 50 percent of these youths will drop out or disconnect from society entirely. With a rise in the number of teenage pregnancies and suicides, and a rise in the population in our prisons with young offenders, today's dropouts are costing our society approximately $145 billion each year. In view of these statistics, the questions arises: is the dropout problem being adequately addressed, or is there an overall lack of attention to the dropout problem?

In answering the above question, it appears that an overall lack of attention to the dropout problem is the norm. Harold Howe II, a senior lecturer at the Harvard University School of Education charges that neglect of the problem is the first in a list of major criticisms regarding recommendations made by various reform commissions. In a 1984 address to the Education Writer's Association, he further stated that "It is absolutely astounding to me that so many intelligent people could look for so long at American schools and say so little about this problem." Moreover, he feels that "we have an ambivalence in this country about our secondary schools. On the one had, we see them as institutions to serve the needs of all the children of all the people; on the other hand, we see them as sorting institutions, where those who will go to college and those who won't are set on different and inflexible tracks, where discipline systems tend to ignore the needs and problems of students from families characterized by poverty or instability or both, and where the school all too frequently heaves a sign of relief when a difficult 16-year-old decides to drop out. Some argue that there are more force-outs than there are dropouts." It becomes clear then, that the American educational system as a whole, and each state and local educational system in particular, must not ignore the magnitude of the dropout problem. To do so could have societal consequences of major proportions.

If the above statistics, and the above evidence acknowledging an overall lack of attention to the dropout problem does not provide a strong enough catalyst for immediate action, the following results from an Ohio study (identifying the consequences of dropping out of school) will add an additional stimulus. The following is a summary of findings that shows a comparison between dropouts and high school graduates:

1. Dropouts are more frequently unemployed; if they do get a job, 64 percent make only minimum wage.
2. The lifetime income for male dropouts is approximately 70 percent of the income for male high school graduates without college experience.

3. The dropout is six to ten times more likely to be involved in crime.
4. Eighty-five percent of state prison inmates are school dropouts.
5. Dropouts pay less tax monies, and are more likely to become welfare recipients.
6. Dropouts have fewer employment opportunities and fewer advancements.
7. Dropouts experience less sense of worth and personal satisfaction.

Levin Study 1982 quotes $149 billion is lost revenue and cost welfare and rehabilitative costs.

GOAL: CAREER DEVELOPMENT AND EDUCATIONAL PLANNING

OBJECTIVE: 7.15 To analyze test results (CTBS) and their application to oneself.

TIME: 1 class period (or less)

SUGGESTED GRADE LEVEL: 9

MATERIALS: Student and parent copies of test results; overhead projector and transparency of test score report.

ACTIVITY: Explain that CTBS stands for "Comprehensive Test of Basic Skills" and that it shows how well students have mastered basic skills taught through the ninth grade. Explain stanines and percentiles and that there is no pass or fail. Explain that a copy of these scores goes in your school record and that the scores are used as only one predictor of your success in various levels of classes for next year. Other items to be considered equally important are: your DRP score, your grades this year, and your study habits and motivation to learn . Use overhead to explain how to read individual score reports.

CLOSURE: It is important to use the information you have received today to note areas of strength and weakness and as data on which to base some self-improvement plans. Be sure to share these results with your parents.

GOAL: CAREER DEVELOPMENT AND EDUCATIONAL PLANNING

OBJECTIVE: 7.15 To analyze test results (SSAT) and their application to oneself.

SUGGESTED GRADE LEVEL: 10 - Postsecondary

MATERIALS: SSAT score report for parents and teachers, overhead projector, transparency of score report

TIME: 1 class period (or less)

ACTIVITY: Explain that"SSAT" stands for "State Student Assessment Test" and passing this test is a requirement for graduation from a public high school in Florida. The SSAT is not to be confused with the SAT which is used for college admissions and stands for "Scholastic Aptitude Test." The SSAT exam is given several times during ones high school career, so students will have several opportunities to try to pass it.

First, look at your SSAT-I results. It looks similar to the one on the overhead. You will see the word "Communication Skills" or "Mathematics" on the upper left of your sheet. The paper lists each of those skills and whether or not you achieved that skill. In the bottom left section, you see "Totals." The last line shows "'Standards Achieved." This is the line which indicates whether you passed this part of the test. If you passed all standards,you will not need remediation. If you failed one or more standards, a teacher will work with you sometime before you graduate to help you pass the part you have not mastered yet.

Now please look at your SSAT-II Student Report. This is easier to read in that on the right, you are told whether you did or did not pass each section of SSAT-II. If you did not pass either or both parts, you will need to do so before you graduate. However,you need to re-take only the part you failed. Are there any questions?

CLOSURE: The SSAT is an important test to Florida students. It tests basic skills needed by all graduates. If you passed, congratulate yourself; however, remember that these are minimal competencies--there is a great deal more to learn. If you did not pass, remember that you can receive help as well as other opportunities to pass the test.

**GOAL:** CAREER DEVELOPMENT AND EDUCATIONAL PLANNING

**OBJECTIVE:** 7.15 To analyze test results (PSAT) and their application to oneself.

**SUGGESTED GRADE LEVELS:** 10 and 11

**TIME:** 1 class period (or less)

**MATERIALS:** PSAT score reports, overhead projector, transparency of score report, "About Your PSAT/NMSQT Scores" booklets.

**ACTIVITY:** Explain that PSAT/NMSQT is the "Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test." It is developed by the same people who produce the SAT and is a good practice for that test. The SAT is an actual test used for college admissions purposes. If you are a junior, the PSAT is also used to determine National Merit semi-finalists.

Pass out score reports, and using the transparency, direct attention to the "Scaled Scores" section. Explain that those verbal and math scores are used as predictors of SAT scores. However, for most students, the scores will increase--the lower the initial score, the greater the increase expected. The percentiles show how you compare with other juniors who take the test. The "Selection Index" is derived by doubling your verbal score and adding the math score to it.

The National Merit qualifying score varies from year to year, but is usually at least in the high 190's.

Explain how the score report and test booklet used together can be a wonderful study plan for SAT. Your score report shows the answer you gave for each question and the correct answer for each question. Your actual test booklet is attached to your score report.

**CLOSURE:** Colleges use multiple criteria to determine acceptance--test scores are a small part. The far most important factor is a student's class work -- this is a better predictor of success in college and also one of the best ways to prepare for the SAT.

GOAL: CAREER DEVELOPMENT AND EDUCATIONAL PLANNING

OBJECTIVE: 7.15 To analyze test results (SAT) and their application to oneself.

SUGGESTED GRADE LEVEL: 11-12

MATERIALS: Score report, overhead and transparency of score report.

TIME: 1 class period (or less)

RESOURCE: Joyce Lain Kennedy's Career Book, pp 251-258.

ACTIVITY: Explain that different colleges use test scores in different ways. However, all colleges use them as only one criteria for admissions purposes A student's high school record is still a most important item in a college's decision-making screening process.

Show anonymous copy of a SAT score report and invite students to look at their own score reports Ask them to find the "Scaled Scores" and explain that adding the verbal and math scaled scores results in the figure usually used as the"SAT Score." Explain that there are no pass or fail grades and that "good" or "poor" scores are very difficult to define, depending on the rest of one's record as well as the particular college toward which one is aspiring Students may use data in college guides to determine the range of acceptable SAT scores usually required at the colleges of interest to them. Be sure and reiterate that there are over 2000 colleges in this country and there are certainly a number of colleges which will accept any high school graduate who is determined to obtain a college education.

Explain the percentile meanings. Also explain that the Test of Standard Written English (TSWE) is often used for placement purposes at colleges and is not used in the typical SAT score.

CLOSURE: Ask for questions. Re-emphasize that SAT is only one indictor of college success. Students who feel they performed poorly may consider taking the ACT, (American College Test) as most colleges will accept either ACT or SAT and some students perform better on one than the other. Furthermore, students may re-take the SAT, but there is nothing "magic" about that. Colleges will see all SAT scores. Students who desire to retake the test should consider some practice or instruction prior to the repeat examination.

**GOAL:** CAREER DEVELOPMENT AND EDUCATIONAL PLANNING

**OBJECTIVE:** 7.15 To analyze test results (TABE) and their application to oneself.

**SUGGESTED GRADE LEVEL:** Postsecondary

**MATERIALS:** Profile sheet

**TIME:** Varies (individual interview session)

**ACTIVITY:** Explain that TABE stands for"Test of Adult Basic Education." The State of Florida Department of Education has established minimum levels of performance in language and mathematics as evidence of adequate preparation for the skills training in the vocational technical programs of 450 hours or more Orange County School Board requires a minimum level of performance in reading in addition to language and mathematics.

If you meet the required level of performance for your desired vocational program, you will not need remediation. If you do not meet the required level of performance,you may enroll in your desired vocational program concurrently with enrollment in the IMTS lab for remediation. Upon completion of remediation, you will be able to remain in your vocational program full-time.

If your scores are extremely low, you may benefit from full-time enrollment for remediation until levels have increased to a point that you can perform satisfactorily in the vocational program.

**CLOSURE:** The TABE Test of Basic Skills is an important test to Florida vocational students. It tests basic skills needed to insure successful performance in your vocational program. Remember that remediation in basic skills is available to assist you in attaining minimal levels of performance.

**GOAL:** CAREER DEVELOPMENT AND EDUCATIONAL PLANNING

**OBJECTIVE:** 7.17 To become aware of the career development process

**SUGGESTED GRADE LEVEL:** 10-postsecondary

**TIME:** 1 class period
1 hour for postsecondary

**MATERIALS:** Pencil and paper for each student, chalkboard

**ACTIVITY:**

1. On the chalkboard, facilitator will draw his/her lifeline with significant events, goals, and accomplishments met or projected.

| | | | | | | |
|---|---|---|---|---|---|---|
| 1945 | Wanted to be a | 1963 H.S. Graduation | College Graduation | Got Married | Divorced | Death 2050 |
| Birth | Nurse | Cum laude | went to Europe | brought boat | | |

2. Have each student draw his/her lifeline on sheet of paper. At specific intervals, have students write futuristic educational, personal, social and occupational goals. (Example, at age 25, I want to have a college degree and a family). Students may note important events which have already occurred (example: in middle school I developed a stamp collecting hobby, I moved from Puerto Rico to Orlando, I wanted to be a firefighter.

3. Examine lifelines. Note how goals change over time. Discuss why goals may change.

4. Elicit definitions of "career." Explain meaning, pointing out that "career" and "career development" imply a lifelong process and incorporate all one's life experiences including education, job and lifestyle. It is sequential, extending from birth to death, building on previous experiences and events.

**CLOSURE:** No one is "locked into" a specific career path. One's career is flexible, subject to change, and influenced by goals, events, experiences, personal attributes and choices.

**GOAL:** CAREER DEVELOPMENT AND EDUCATIONAL PLANNING

**OBJECTIVE:** 7.19 To interact with the business community through participation in related professional associations and student organizations.

**SUGGESTED GRADE LEVEL:** Postsecondary

**MATERIALS:** Listing of professional associations related to program offerings, applications for membership.

**TIME:** 1 hour

**NOTE:** This lesson may be expanded to include a schoolwide smorgasbord of professional and/or student organizations.

**ACTIVITY:** Explain the function of professional associations, their membership composition, and the benefits of active participation in these associations. Students should be made aware of the "networking" opportunities for employment and the personal and professional growth experienced through participation. It should be explained that participation does not mean merely filling out a form and paying dues. Attendance at conferences, meetings, and contributing to the association through committee work are the activities that will enrich growth potential.

Guest speakers representing a professional association and/or a student organization will be invited to make a presentation.

**CLOSURE:** Joining professional associations/student organizations can provide many opportunities for professional growth. Conferences and meetings provide updated technological information in our rapidly changing world of work. Networking with colleagues can aid in identifying resources available for problem-solving and decision-making within an occupational area.

| | |
|---|---|
| GOAL: | CAREER DEVELOPMENT AND EDUCATIONAL PLANNING |
| OBJECTIVE: | 7.20 To become familiar with skills necessary for successful basic skills test completion and program placement. |
| | 7.18 To use test interpretation information in career and educational planning. |
| SUGGESTED GRADE LEVEL: | Postsecondary |
| TIME: | Pre-registration or one class period |
| MATERIALS: | Practice test, paper, pencil, IMTS test results |

ACTIVITY:

1. Explain that basic skills testing is required by the State of Florida for all vocational preparation students enrolled in a program of 450 hours or more.
2. Allow time for taking the practice test at school or at home.
3. Review test items and answers with the student.
4. Schedule student for actual basic skills testing.
5. Interpret basic skills test (TABE) results explaining how the grade levels relate to program enrollment and completion.
6. Schedule student for desired vocational program and/or remediation.

CLOSURE: It is important that postsecondary students function at required basic skills levels for successful program completion and success in their chosen field.

## BASIC SKILLS TESTING FOR VOCATIONAL TECHNICAL PROGRAMS
### Practice Test

### What is Testing for Basic Skills?

Persons who are 16 years of age or older are eligible to enroll in job preparatory programs at vocational technical centers. Over thirty occupational areas are available depending on an individual's aptitude, ability, and preference.

The State of Florida Department of Education has established minimum levels of achievement in language and mathematics as evidence of adequate preparation for the skills training in the vocational technical programs.

A Placement Test is used to provide this information to the prospective student.

### What is the Basic Skills Test used for?

The results from the test are used

1. to meet the vocational technical program requirements,
2. if indicated, to allow the the person to select a method for additional education to increase basic skills,
3. to devise a remedial teaching plan in the Individual Manpower Training Laboratory (IMTS) at the center.

In summary, these tests are specifically designed to measure basic skills and not how much you know about the occupational programs in which you may enroll.

### What Time and Place Are The Tests Given?

These tests are administered by trained test administrators at designated rooms and times. The results are given to you on the same day. There is no fee associated with the test administration or scoring and you do not have to bring any materials.

### What Comes In The Test?

The sample exercises below will serve: (1) to provide an idea of test items in the test, (2) to familiarize you with the mechanics of marking answers to test items, (3) to minimize any anxiety that might develop if you are unfamiliar with objective tests.

### Sample Exercise for the Reading Test

**Directions:**

The following sentences are incomplete. One of the four words below it will complete the sentence. Read the sentence and find the right word. Draw a circle around the letter that corresponds to the answer.

**Sample**: 1. When waves hit against rocks, small pieces of the rock are broken off. When these broken pieces rub against other rocks, they breakup again making

A- rains B- sand C- waves D- floods

**Sample**: 2. When a sudden shift in wind direction made the temperature drop thirty degrees in an hour, Jim was glad he had

| | | | |
|---|---|---|---|
| A- | expected rain | C- | worn his overcoat |
| B- | carried his torch | D- | several errands to do |

In Sample 1, sand is the best word to complete the meaning of the sentence. A circle is drawn around the letter B to show that the B-word sand is the best word to complete the sencence. In Sample 2, worn an overcoat is the best answer to complete the sentence. A circle is drawn around the letter C.

## Sample Exercises for the Mathematics Test

**Directions:**

Find the difference: 346 - 284

```
              2 14
Sample:        346            with decimal:    3.46 - 2.84 =
              -284                             3.46
               062                            -2.84
                                               0.62
                        Line decimals up
                        and bring down ________↑
```

**Directions:**

Find the sums of 943, 78 and 1,265

```
Set-up:     943                   with decimal:  9.43 + .78 + 12.65 =
        +    78                               9.43
          1,265                                .78
                                             12.65
                                             22.86
carry→ ①①①           Line decimals up
          943         and bring down ________↑
     +     78
        1,265
        2,286
```

**Directions:**

Find the product:

```
   4086
  x 907
```

```
Sample:        4086
              x 907
              28602    ◄--------- Multiplication by 7
              0000     ◄--------- Multiplication by 0
             35774     ◄--------- Multiplication by 9
             3,706,002 ◄---------Total

      with decimal:
                         40.86  ◄------ 2 places to the right of the point
                           907  ◄------ 1 place to the right of the point
                         28602
                         0000
                       36774
                       3706.002 ◄------ 3 places to the left (2+1)
```

**Directions:**

If you know that a certain amount has been added to an unknown number, you can find the number by substracting that amount.

**Sample:** Solve the following problem algebraically:

$$\begin{array}{rcrcr} X & + & 5 & = & 15 \\ & & & & -\ 5 \\ \hline X & & & = & 10 \end{array}$$

**Directions:**

To find the result of numbers with different signs (+), (-), first add all numbers with like signs together, give the result its equivalent sign. Then substract the smaller number from the larger number and use the sign of the larger number with the answer.

**Sample:** Find the result for:

$-10 + 2 + 11 + -7 =$

**Step 1**

$-10 + -7 = -17$

$2 + 11 = 13$

**Step 2**

$$\begin{array}{r} -17 \\ -\ \underline{13} \\ -\ 4 \end{array}$$

answer

**Directions:**

To divide fractions, multiply the first number by the reciprocal of the second number.

**Sample:**

a) $5 \div \frac{3}{6} =$

$\frac{5}{1} \times \frac{6}{3} = \frac{30}{3} = 10$

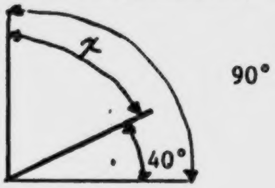
b) $\frac{1}{8} \div \frac{4}{7} =$

$\frac{1}{8} \times \frac{7}{4} = \frac{7}{32}$

**Directions:**

If two angles total 90°, they are complementary

**Sample:** What is the complementary of an angle of 40°?



$$\begin{array}{r} 90^\circ \\ -\ \underline{40^\circ} \\ 50^\circ \end{array}$$

$X = 50^\circ$

SAMPLE TEST

**Directions:**

Division problems follow the general steps of (1) divide the divisor into the first part of the dividend; (2) multiply the partial quotient by the divisor; (3) substract to find the remainder; (4) drop down the next number in the dividend sequence; (5) repeat all steps intil there are no more numbers to drop from the dividend.

**Sample:** Find the quotient of 9361 divided by 23

$$\begin{array}{lrl} & 407 & \longleftarrow\text{--- quotient} \\ \text{divisor} \dashrightarrow & 23\overline{)9361} & \longleftarrow\text{--- dividend} \\ & \underline{-92} & \\ & 16 & \\ & \underline{-\ 0} & \\ & 161 & \\ & \underline{161} & \\ & 0 & \end{array}$$

with decimal:

$$\begin{array}{r} .407 \\ 2.3.\overline{)\,9.361} \\ \underline{-92} \\ 16 \\ \underline{-\ 0} \\ 161 \\ \underline{161} \\ 0 \end{array}$$

The decimal is moved one space to the right, both in the divisor and in the dividend.

**Directions:**

When adding two mixed numbers the simplest way is to add the fractions and the whole numbers separately and then combine the two. When adding common fractions remember to first find a common denominator; express each fraction in terms of the common denominator; add only numerators (top numbers) of the fraction and bring down the common denominator; simplify your answer.

**Sample:** Add $6\frac{3}{4}$ and $88\frac{2}{5}$

$$\begin{array}{rcr} 6\frac{3}{4} & = & 6 \\ +\ 88\frac{2}{5} & = & +\ 88 \\ \hline & & 94 \end{array} \qquad \text{and} \qquad \begin{array}{rcccl} \frac{3}{4} & = & \frac{3}{4}\cdot\frac{5}{5} & = & \frac{15}{20} \\ +\ \frac{2}{5} & = & \frac{2}{5}\cdot\frac{4}{4} & = & \frac{8}{20} \\ \hline & & & & \frac{23}{20} = 1\frac{3}{20} \end{array}$$

$$94 + 1\frac{3}{20} = 95\frac{3}{20}$$

SAMPLE TEST

## Sample Exercises for the Language Test

Directions:

In the sentences below, four words have a number above the first letter. If ONE of the letters should be a capital, mark its number in the space provided at the end of each sentence. If NONE of the four letters should be a capital, mark N, which stands for None. Not more than one letter with a number over it should be a capital on any one line.

Sample: A. The $\overset{1}{\text{w}}$inner of the $\overset{2}{\text{r}}$ace $\overset{3}{\text{w}}$as $\overset{4}{\text{t}}$om ________ A.

Sample: B. He is $\overset{1}{\text{o}}$ne of $\overset{2}{\text{m}}$y $\overset{3}{\text{b}}$est $\overset{4}{\text{f}}$riends ________ B.

In Sample A, the "t" in "tom", which has a 4 above it, should be a capital.

In Sample B, none of the letters with numbers above them should be capitals, so the correct answer is N for none.

Directions:

In the sentences below, they have a number, such as $_{1.}\ _{2.}$ If a punctuation mark is needed where the number is, mark the answer space for the punctuation mark needed. If no punctuation is needed, mark the N which stands for None.

Show either apostrophes or single quotation marks in the fourth column. Only one answer should be given for each line.

Sample: C. Mary$_1$ will you come with us?
C. , ? " ! N

Sample: D. The bus$_2$ is leaving at ten o'clock.
D. , ? " ! N

In Sample C, a comma is needed at 1 after the word "Mary". Mark the answer space (,) for the comma to show that this is the punctuation mark needed in Sample C. In Sample D, no punctuation mark is needed at 2. Find the answer row for Sample D. Mark the answer space (N) for the letter N to show that no punctuation is needed in Sample D.

Directions:

Mark the number of the correct or better word in the sentence below.

Sample: E. She ($\overset{1}{\text{ain't}}$ $\overset{2}{\text{isn't}}$) as tall as Betty ________ E.

In Sample E. the word in the parenthesis with the 2 by it, "isn't" is the better word. Now find the space for Sample E. Mark the number 2 ( 2 E.), which shows that "isn't" is the better word in Sample E.

Directions:

The two lines below contain four spelling words and the word, None. These words are numbered 1,2,3,4, and the None is numbered 5. In one of the lines, one word is misspelled. If there is a misspelled word, mark its number. If no word is misspelled, mark the 5.

Answers:

Sample: F. $\overset{1}{\text{Now}}$ $\overset{2}{\text{just}}$ $\overset{3}{\text{come}}$ $\overset{4}{\text{row}}$ $\overset{5}{\text{none}}$ 126 ________ F. F. None

Sample: G. $\overset{1}{\text{Go}}$ $\overset{2}{\text{see}}$ $\overset{3}{\text{do}}$ $\overset{4}{\text{may}}$ $\overset{5}{\text{none}}$ ________ G. G. None

# GOAL VIII: COMMUNITY PRIDE AND INVOLVEMENT

**GOAL:** COMMUNITY PRIDE AND INVOLVEMENT

**OBJECTIVE:** 8.1 To interact with community role models; e.g., career speakers,job shadowing experiences, etc.

**SUGGESTED GRADE LEVEL:** 9-postsecondary

**TIME:** 1 class period (or extended time if out in the community)
1 hour for postsecondary

**MATERIALS:** resource listings of business and industry partners, speakers bureau listing, advisory committee listing.

**ACTIVITY:**

1. Review listings and explain use of list to contact speakers and identify job shadowing opportunities or internships.
2. Have students identify career speakers for their career interests and make preparations to invite the speakers. The students should obtain approval and assist in coordinating activity.
3. After speakers have been contacted, the students should follow up with letters confirming date, time, place, topic, audience, etc. After speakers have presented, it is students' responsibility to write thank-you letters.
4. A similar activity should be conducted as students arrange for job shadowing or internship experiences.

**CLOSURE:** By involving students in making decisions and taking responsibility for the coordination and implementation of these activities, they should learn the importance of cooperative planning and teaming as it relates to community involvement and ultimately the world of work.

GOAL: COMMUNITY PRIDE AND INVOLVEMENT

OBJECTIVE: 8.2 To be aware of a variety of community resources.

SUGGESTED GRADE LEVEL: Postsecondary

MATERIALS: Community Resource Director

TIME: 1 hour

ACTIVITY:

1. Have students list community agencies with which they are familiar.
2. Have students discuss their perceptions of services provided by the agencies.
3. Categorize the agencies according to services . . . make a list.
4. Discuss other agencies and services provided . . . make a list.

CLOSURE: Students' awareness of existing services will alert them that assistance is available when needed.

GOAL: COMMUNITY PRIDE AND INVOLVEMENT

OBJECTIVE:

8.7 To participate in the enhancement of the school community through attending activities,voting in elections,showing pride in the school, etc.

8.3 To understand that extra-curricular activities serve both as resources for the student and as means for involvement in the school community.

SUGGESTED GRADE LEVEL:
Objective 8.7 - 9, 10
Objective 8.3 - 10

TIME: 1 class period

MATERIALS: Paper and pencils.

ACTIVITY:

1. Brainstorm activities available to high school youth.
2. Have an open discussion on how student involvement in activities can enhance the school community. (Student organizations provide awareness activities and projects which build pride in the school and serve students.)
3. Have students (separately or in groups) make a list of advantages of each activity. Record responses.

CLOSURE: Involvement in the school community is needed to increase team leadership, self-esteem, cooperation, motivation and a sense of belonging and accomplishment. Often students have not determined the worth of such involvement until it is revealed to them.

# UNITS

## UNITS

The following units are presently available:

1. Goal-setting/Problem-solving
2. Study Skills
3. Test-taking
4. Interpersonal Skills
5. College Admissions
6. Employability Skills

As other units are developed, they can be inserted in this section of the plan.

School Board of Orange County, Florida
Developmental Guidance Planning Form, 19___-19___

SCHOOL:________________ COUNSELOR________________

LEVEL: Grades 9-12 GOAL(S): Goal Setting/Decision Making

Number of sessions for this unit: 10
Average time per session: 45

Unit presented by (check all that apply):
Counselor________ Teacher________ Other________(Specify)

Approximate dates of presentation: From________To________

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Briefly describe the unit.

Session 1: Goal Identification – Career Goals/Life Goals
PURPOSE: To understand the importance of goal setting and planning for the future
Materials used (filmstrips, films, kits, etc.) Information sheet on key terms – Goal Focus Chart

Session 2: It's Your Decision
PURPOSE: To help students understand the importance of using a step by step process in making decisions
Materials used (filmstrips, films, kits, etc.) The Decision Making Process

Session 3: What Do You Say – Who Stays ? - Who Goes ?
PURPOSE: Help students see the many ways in which they make critical decisions each day and to give them the opportunity to evaluate their interdependency
Materials used (filmstrips, films, kits, etc.) ________________

Session 4: Critical Decision Making
PURPOSE: To help students understand the consequences of critical decisions that will affect the rest of their lives
Materials used (filmstrips, films, kits, etc.) Dart Board

Session 5: Plan To Reach Career Goal
PURPOSE: Help students learn how to make a plan of action for reaching their desired career goal
Materials used (filmstrips, films, kits, etc.) Action Flow Chart

Session 6: Should I Work while in School?
PURPOSE: To help students determine the pros and cons of working while in school
Materials used (filmstrips, films, kits, etc.) Decision-Making Activity Workshop

School Board of Orange County, Florida
Developmental Guidance Planning Form, 19___-19___

SCHOOL:____________ COUNSELOR____________

LEVEL: Grades 9-12 GOAL(S): Goal Setting/Decision-Making

Number of sessions for this unit: 10
Average time per session: 45

Unit presented by (check all that apply):
Counselor______ Teacher______ Other______(Specify)

Approximate dates of presentation: From______To______

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Briefly describe the unit.

Session 7: Discovering Who You Are
PURPOSE: To help students become aware of values, attitudes, feelings and abilities and to learn the importance of self-awareness in decision-making process
Materials used (filmstrips, films, kits, etc.) Keys to Inner Self Activity Sheet

Session 8: What is Important To You
PURPOSE: To help students learn how to make decisions about important areas such as family, career, friends, spiritual well-being
Materials used (filmstrips, films, kits, etc.) Chart - What is Important To You

Session 9: Making Wise Choices
PURPOSE: To enable students to use the decision-making process to plan ahead and to make wise choices
Materials used (filmstrips, films, kits, etc.) Purchasing Decision Activity Sheet

Session 10: Values and Decision-Making
PURPOSE: To help students understand that their values will play a part in making decisions for their life
Materials used (filmstrips, films, kits, etc.) Activity Sheet

# GOAL SETTING/DECISION-MAKING

This unit on Goal Setting and Decision-Making was written for Guidance Counselors, and Occupational Placement Specialists in Orange County Public Schools. The goal of this unit is to provide Counselors, and O.P.S. with ready to use activities that can be utilized in a small group session or a classroom setting.

These Goal Setting and Decision-Making activities are designed to give the Guidance Counselors and Occupational Placement Specialists a tool to use in helping students have a greater understanding of themselves, their interests, their abilities, and their values in terms of setting goals and making decisions.

Goal Setting and Decision-Making requires a process of integrating two constructs: Self (values, interests, abilities, lifestyle), and the world of work. The activities in this unit will enhance the students skills in self exploration and the world of work. These activities will also help them to make wise career choices and better understand the whole life pattern as it relates to their work, lifestyle, and needs or wants.

The objectives of these Goal Setting and Decision-Making activities are to enable students to:

- Identify career activities as a way to reach their life goals
- Demonstrate their ability to use the decision-making process
- Relate personal characteristics in determining and evaluating career alternatives
- Use self-exploration skills to determine their career patterns
- Identify major influences that affect their career decisions and lifestyle
- Make a step by step plan of action flow chart enabling them to reach their goals and determine alternatives in terms of schooling (education) needed, ways of paying for car, houses, family, etc.
- Determine the difference between short term and long term goals and critical and routine decisions
- Learn how to solve problems and make decisions in a group setting where there are a variety of lifestyles, and value systems involved not just their own

Goal Setting and Decision-Making is something most of us do throughout our lives - It is a continuing process of changing values, lifestyles, interests, careers, and wants and needs. It is a way of life so enjoy using this unit as it is something that will be a part of every change you make.

## GOAL IDENTIFICATION – CAREER GOALS/LIFE GOALS

**PURPOSE:** To understand the importance of goal setting and planning for the future.

**MATERIALS:** Information sheet on key terms/key points, and goal focus chart

**CLASS TIME:** 1-2 class periods (if there is active discussion on charts and key points, short and long term goals this could easily extend into two class periods)

**INTRODUCTION:** How do you think the goals of a 15-17 year old would differ from those of a 25, 35, 45, or a 65 year old? Consider such things as responsibility for providing food, clothes, and shelter (for self or family) child-raising, family or health needs, and anything else which would suggest concerns of people in each age range.

**KEY TERMS:** GOAL – A goal is anything you think you need or want – something you want to do, to be, or to have.

WORK – Work is purposeful activity. It produces something of value for the worker and/or others – paid or unpaid.

CAREER – A career is all of a person's work activity. It begins in childhood and extends into old age. It includes education and training, occupations, home and family, and civic and community.

DECISION – A decision is the action one takes to meet goals.

**KEY POINTS:** An important first step in career exploration and decision-making is to identify goals. Think about the following key points to help you better understand the importance of identifying goals in career planning.

* All people want or need certain things – these things are goals
* All people have the same basic needs: food, shelter, health, and love. But people differ in the way they meet these needs
* Goals change from time to time – they change more frequently for younger people
* Everyone is affected by environment, experiences, and acquaintances and friends
* Ways in which people choose to meet their goals vary. Decisions (choice of actions) help people achieve goals
* One of the most important ways people meet their goals is through their work – work itself may be satisfying or one may work for the opportunity – time or money – to achieve goals

**SHORT-TERM GOAL** – Is a goal that can be accomplished or met in a very short period of time – such as buying a new bike

**LONG-TERM GOAL** – Is a goal that will take a long period of time to accomplish – like going to college, buying a house etc.

# GOAL FOCUS CHART

**DIRECTIONS**: The chart is designed to help you identify and state some of your present and future goals - what you want to have, to do, and to be. In the first row of the chart indicate your present age, and some of your goals. Imagine your self at the age you will be in 5, 15, 40 and 60 years and complete chart in the same way you did with your present age. Hopefully this will help you to begin to think about your future plans and goals.

| YEAR | YOUR AGE | THING YOU WANT TO DO | THINGS YOU WANT TO HAVE | THINGS YOU WANT TO BE |
|---|---|---|---|---|
| NOW | | | | |
| (5 years later) | | | | |
| (15 years later) | | | | |
| (40 years later) | | | | |
| (60 years later) | | | | |

TO HELP YOU THINK ABOUT THE PLACE OF GOALS IN YOUR LIFE, THINK ABOUT THE FOLLOWING QUESTIONS.

a. Why is it so difficult to think about the future or life as it might be in 15, 40, or 60 years?

b. Is there any value to thinking this far ahead? Will your goals be the same later on? Why, or why not?

## IT'S YOUR DECISION

## DECISION-MAKING PROCESS

**PURPOSE:** To help students understand the importance of using a step by step process in making decisions

**MATERIALS:** Information sheet on the decision-making process, and the activity sheet for decision-making

**CLASS TIME:** 1-2 class periods - discuss the six (6) steps in the decision-making process, have students fill out the IT'S YOUR DECISION either in a small group or individually - followed by class discussion/questions

**INTRODUCTION:** Do the following words have a familiar ring to them? "It's your decision. You will have to live with it. As you mature, you will be given the responsibility for making your own decisions. In the next few years you will be making some of the most important decisions of your life. Decisions about career, college, marriage etc. They are your decisions, and you will have to live with the consequences of the decisions you make.

THE DECISION-MAKING PROCESS is as follows:

1) IDENTIFY THE DECISION TO BE MADE - You may feel overwhelmed by a situation. But you will not make any progress until you identify the decision that needs to be made first. Make sure you clearly identify the decision or the problem before moving on to the next step in the decision-making process.

2) LIST ALL POSSIBLE ALTERNATIVES - Make a list of all the options and alternatives - do not close your mind to any possibility. You can also talk to the occupational placement specialist, guidance counselor, teachers, parents, and friends. The purpose of this step is to realize all the possible alternatives available to you.

3) EVALUATE THE ALTERNATIVES - Critical thinking is necessary as you evaluate alternatives. Look at each option and review the information - then consider the consequences of each alternative. Some others will affect both the present and the future - some will affect only you, others will affect those close to you or society in general.

4) CHOOSE ONE ALTERNATIVE - Following the evaluation of your options, you begin the process of elimination - some of your options you will eliminate immediately. Finally you will have to make a decision - you will have to choose the alternative you believe will work best.

5) ACT ON THE DECISION - Once you have made the decision, act on it or follow through with it. Put your plan into action.

6) EVALUATE THE RESULTS - This is a very important step, because you look at the results of your decision - how they have affected your life and the lives of those around you. Once your recognize the consequences of your decision, you must accept responsibility for them.

# IT'S YOUR DECISION

**THE DECISION-MAKING PROCESS**

NAME________________________________

DATE_______________PERIOD__________

The decision-making process can help you with important decisions. Think about a decision you need to make. Follow the steps in the decision-making process and try to determine the best alternative for you to select.

1. Identify the decision to be made

________________________________________________

2. List three alternatives

Option 1:________________________________________

________________________________________________

Option 2:________________________________________

________________________________________________

Option 3:________________________________________

________________________________________________

3. Evaluate the alternatives as you consider the consequences of each option. Make a list of pros and cons for each option below. When weighing the alternatives think about your personal priorities as well as those of family and friends.

OPTION 1:

Pros____________________________________________

________________________________________________

________________________________________________

________________________________________________

Cons____________________________________________

________________________________________________

________________________________________________

________________________________________________

OPTION 2:

Pros____________________________________________

________________________________________________

________________________________________________

________________________________________________

Cons____________________________________________

________________________________________________

________________________________________________

________________________________________________

OPTION 3:

Pros

Cons

4. Select one alternative after reviewing the pros and cons of each option

5. Act on the decision and make a list of steps you will follow in putting the plan into action

A.

B.

C.

D.

E.

6. Evaluate the results of your decision to determine the effectiveness of the decision-making process.

## WHAT DO YOU SAY - WHO STAYS? WHO GOES?

### DECISION-MAKING SKILLS:

**PURPOSE:** The purpose of this activity is to help students see the many ways in which they make critical decisions each day and also to give them the opportunity to evaluate their interdependency on other people as it relates to the world of work.

**MATERIALS:** "A situation" handout for each member of a group (can be used with a small group or class) or one situation per group

**CLASS TIME:** 1-2 class periods (depends on how many groups are involved)

**INTRODUCTION:** This activity is an exercise in decision-making which has no "correct" answer. Students will make choices based on their own values, experiences, and pressures. The class will break into four (4) small groups. Each group will be given a self-contained problem. The problems will be similar in nature and yet contain enough differences to generate four separate decisions. The decision/solution, must come from the group, as a consensus of the group – this is very important.

### SITUATION A – ISLAND SURVIVORS:

There are 12 people in your boat and you have shipwrecked on a deserted island. you are very lucky as shovels, rope, seeds, and pots wash up on the beach, enough materials to allow your group to take care of itself. The group works hard and uses the materials wisely and manages to survive. Living on the island is for the hardy and is by no means comfortable. However the group has enough food and shelter for itself but not much else. Then . . . another shipwreck! Eight (8) survivors are washed ashore and they all appear to be weak and sickly; and all eight (8) are unconscious. Not only are they near death, but there are not extra supplies. This presents a problem to the original islanders. What should be done with the new people?

ONE FINAL CONSIDERATION The new people would certainly die if left alone. But everyone might die if the original group decides to help them, as eight (8) additional people would greatly tax the island's resources.

### SITUATION B – BOMB SHELTER, I:

Life was so peaceful an hour ago. There was the heated discussions between the White House and Cuba – who would have expected the cold war to turn hot? But it did. Bombs were dropping all around you, and finally you found a bomb shelter and ran for cover. There are ten (10) people crowded into a bomb shelter designed for six (6) people. There is enough food to feed ten (10) people for three months and then the supplies will run out. However, it is not safe to leave the shelter for four months. If all ten remain, all will die when the supplies run out. So, the group decides to vote to have seven (7) people stay and three (3) leave.

Randomly assign each student in the group the role of one of the survivors listed below. There is a basic role description to help students portray the role of a survivor. Have each student defend his/her qualifications for staying in the shelter based upon how this person can help the group survive. Then have the group vote on who will stay and who, will go.

## LIST OF SURVIVORS:

| | |
|---|---|
| Secretary (25 years old) | friendly, spirited |
| Scientist (70 years old) | background in food and nutrition |
| Author | famous historian |
| Teacher | good leader |
| Soldier (with rifle) | decorated hero |
| Folk Singer | keeps the group happy and relaxed |
| Carpenter | also "a jack of all trades" |
| Black Militant | second year pre-med student |
| Rabbi (44 years old) | outdoor type |
| Executive in a National Insurance Company | Good organizer, always "on top of things" |

## SITUATION C – BOMB SHELTER II:

The setting and decisions to be made for this group are the same as for Bomb Shelter I. The group in Bomb Shelter II must decide which seven (7) may stay and which three (3) must leave. However, the roles to be played have a different twist.

## LIST OF SURVIVORS:

| | |
|---|---|
| Secretary (25 years old) | an obnoxious bigot |
| Scientist (70 years old) | background in food and nutrition and has cancer - may not live one year |
| Author | can't do much without a typewriter |
| Teacher | diabetic, strong willed |
| Soldier (with rifle) | dishonorable discharge |
| Folk Singer | known to use several illegal drugs |
| Carpenter | can't control his/her hot temper |
| Black Militant | believes in a separate Black America |
| Rabbi (44 years old) | marched against Viet Nam War |
| Executive in National Insurance Company | pushy, spoiled and grossly overweight |

## SITUATION D – WHAT PRICE FRIENDSHIPS?

The eight of you have been very close friends all during your junior and senior high school days. Two of the close friends have become involved in illegal drugs and counterfeit money and are tearing the group apart as well as involving innocent people who you all care about. Your two friends have been picked up for selling drugs to students at your high school and you have all been called in for questioning. Your friends have asked you to keep quiet about anything you might know about their activities? What should the group do? Should you expose them? Should you decide you no longer want to be friends with them? The group needs to come up with some decisions as how to handle this situation. The police are also checking on the activities of everyone in the group. The parents of the other six (6), including yours, want you to stop seeing these two students. What will your group decide?

## THE DECISIONS ARE YOURS TO MAKE

### CRITICAL DECISION-MAKING

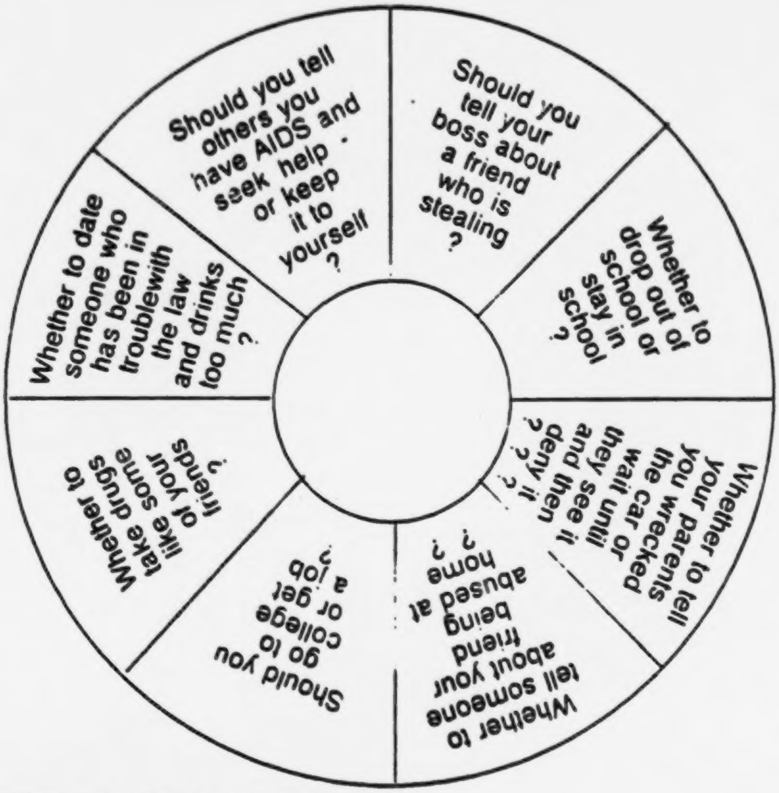
**PURPOSE:** To help students understand the consequences of critical decisions that will affect the rest of their lives and also to help them learn a decision-making process

**MATERIALS:** Dart board and darts

**CLASS TIME:** 1 Class period

**INTRODUCTION:** Every day you are faced with a number of decisions. Some decisions are critical/important, and others are routine. What will I wear? What courses should I take next year? Divide the class into four (4) or five (5) small groups depending on size of the class. Have one person from each group toss a dart at the dart board and where ever the dart lands the group will go through the decision-making process on that decision or situation.

**EXAMPLE:**


Should you tell others you have AIDS and seek help - or keep it to yourself ?
Should you tell your boss about a friend who is stealing ?
Whether to drop out of school or stay in school ?
Whether to tell your parents you wrecked the car or wait until they see it and then deny it ? ? ?
Whether to tell someone about your friend being abused at home ? ?
Should you go to college or get a job ?
Whether to take drugs like some of your friends ?
Whether to date someone who has been in troublewith the law and drinks too much ?

**THE DECISION-MAKING PROCESS** is as follows:

*IDENTIFY THE DECISION TO BE MADE
*LIST ALL POSSIBLE ALTERNATIVES
*EVALUATE THE ALTERNATIVES
*CHOOSE ONE ALTERNATIVE
*ACT ON THE DECISION
*EVALUATE THE RESULTS

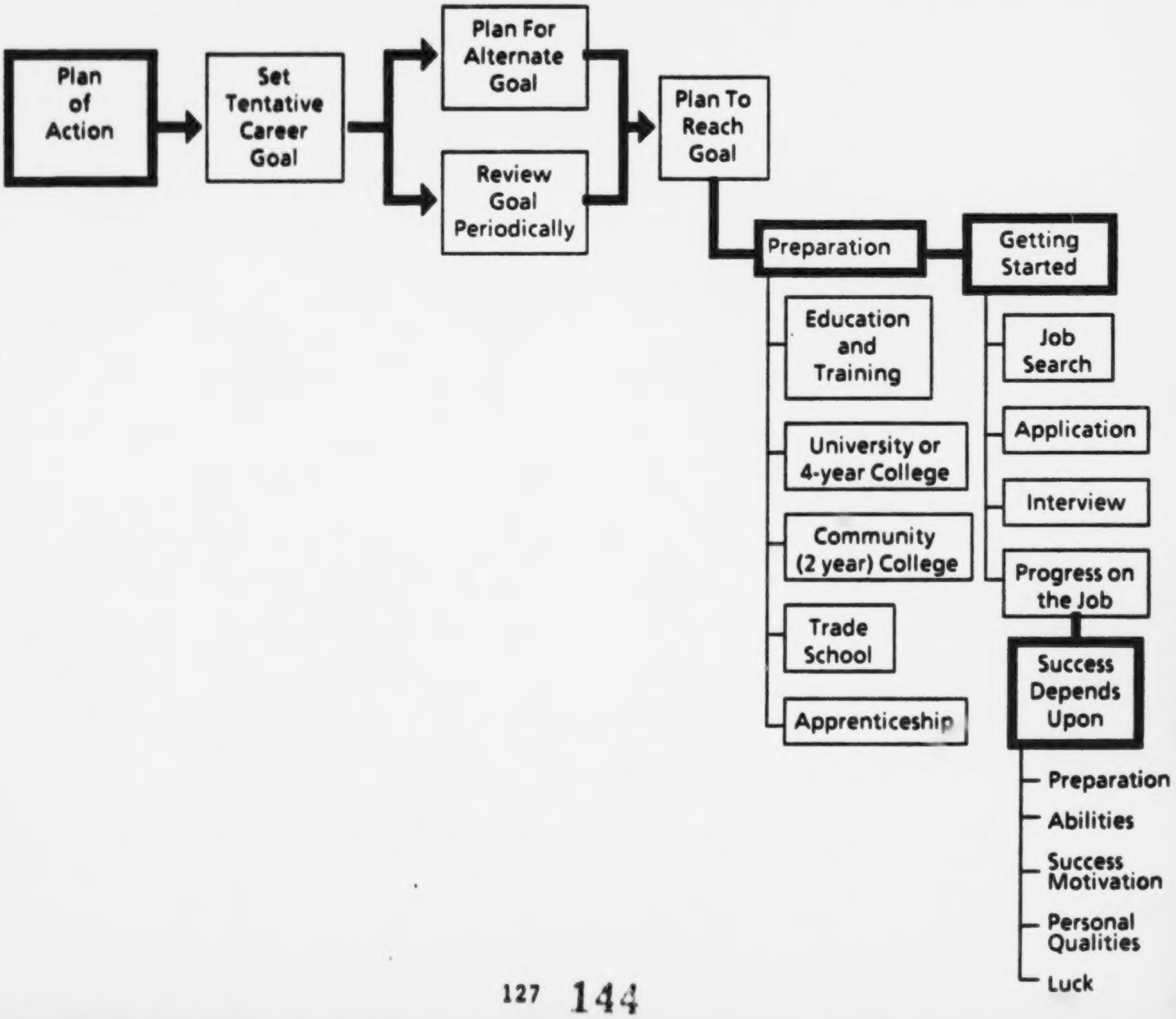
**QUESTIONS TO THINK ABOUT** – What are some of the consequences pro and con on your life? Who else will they affect? Are these hard decisions to make because they are personal, or because they involve others?

# CAREER DECISIONS

## PLAN TO REACH CAREER GOAL

| | |
|---|---|
| **PURPOSE**: | To help students learn how to make a plan of action for reaching their desired career goals |
| **MATERIALS**: | Blank plan of action flow chart (ready to be run off), Occupational Outlook Handbook, other career resources available in your school |
| **CLASS TIME**: | 1-2 periods (depending on how long it takes to do action plan and how much discussion follows) |
| **INTRODUCTION**: | Career development is a long process. It began for most of us during our preschool years as we watched others in their work. TV, books, family and friends have given us an awareness of many different careers. During middle school and high school we continue to learn how our values, our lifestyle, our abilities and aptitudes will begin to help us determine career choices. The decision has been made as to what career you want to pursue and it is time to make plans to reach our desired goal. Fill in the plan of action flow chart enabling you to reach your career goals. |

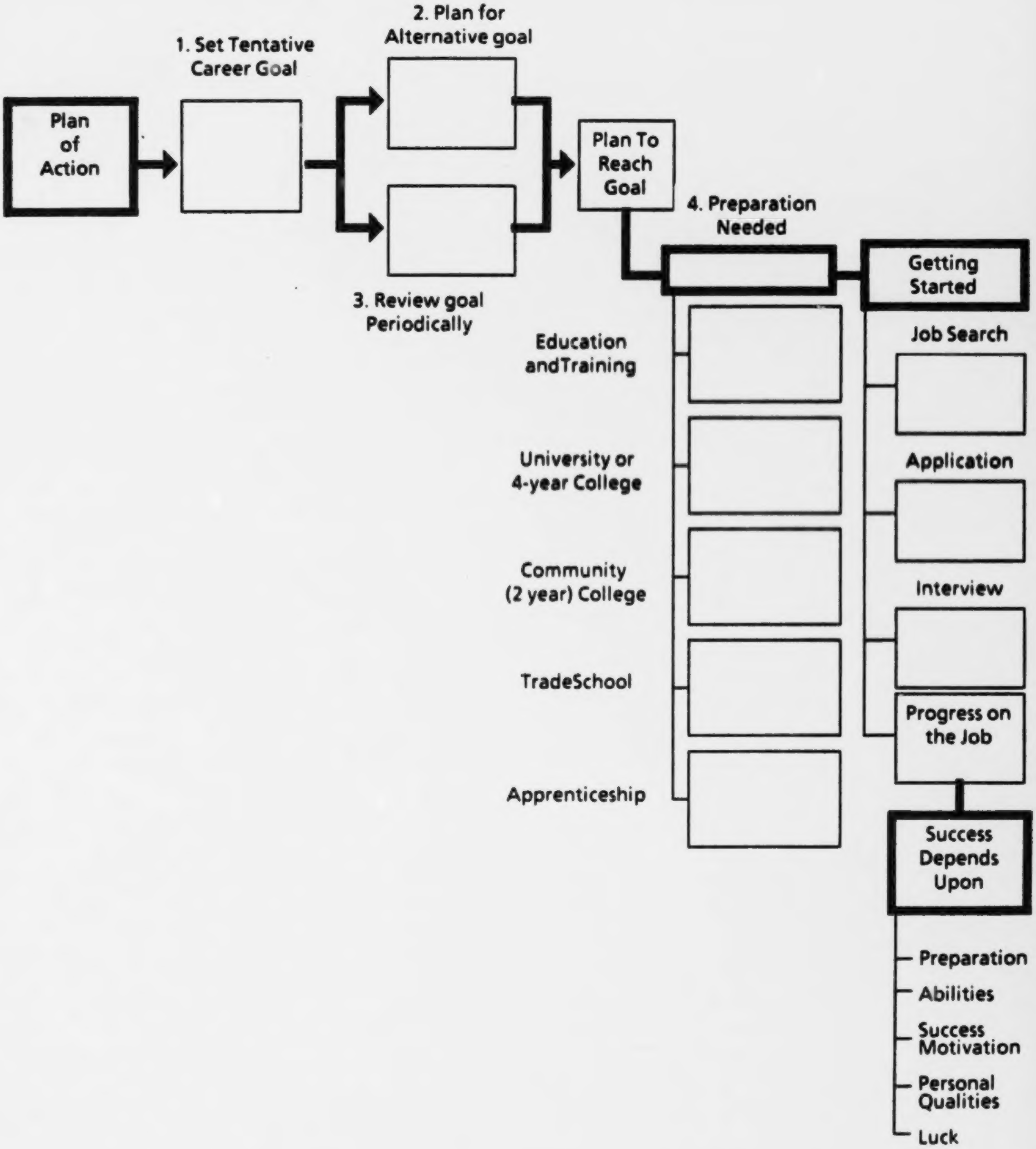
PLAN OF ACTION FLOW CHART – Example of completed flow chart for teachers use



Plan of Action
Set Tentative Career Goal
Plan For Alternate Goal
Review Goal Periodically
Plan To Reach Goal
Preparation
Getting Started
Education and Training
University or 4-year College
Community (2 year) College
Trade School
Apprenticeship
Job Search
Application
Interview
Progress on the Job
Success Depends Upon
Preparation
Abilities
Success Motivation
Personal Qualities
Luck

**STUDENTS NAME** ______________________ **DATE** ____________________

PLAN OF ACTION FLOW CHART - Have students make a plan of action to meet their Career goals. Have students complete the form below - name of tentative career, alternative career goal, type of education needed, etc. Name of School they are planning to attend.


Plan of Action
1. Set Tentative Career Goal
2. Plan for Alternative goal
3. Review goal Periodically
Plan To Reach Goal
4. Preparation Needed
Getting Started
Education andTraining
University or 4-year College
Community (2 year) College
TradeSchool
Apprenticeship
Job Search
Application
Interview
Progress on the Job
Success Depends Upon
Preparation
Abilities
Success Motivation
Personal Qualities
Luck

## DECISIONS! DECISIONS! DECISIONS!

### SHOULD I WORK WHILE IN SCHOOL?

**PURPOSE**: To help students determine the pros and cons of working while in school and then to follow the decision-making process in making a decision.

**MATERIALS**: Decision-Making Activity Worksheet for each student

**CLASS TIME**: 1 Class Period

**INTRODUCTION**: Many students want to work part-time while they are still in school. The following activity will help students to reach a decision as well as enable them to look at the pros and cons of combining work with school. If some of the students are already working they can use this activity as an evaluation of their decision to combine work with school.

### WORKING WHILE IN SCHOOL ACTIVITY WORKSHEET:

Complete the following sentences:

**IF I WORK PART-TIME**:

Hours spent working will be ______________________________

______________________________________________

Pros ______________________________________________

Cons ______________________________________________

I will have the following transportation needs ______________________

______________________________________________

Pros ______________________________________________

Cons ______________________________________________

My (school/work) clothing needs will be ____________________________

______________________________________________

Pros ______________________________________________

Cons ______________________________________________

I will be concerned about my health because ________________________

______________________________________________

Pros ______________________________________________

Cons ______________________________________________

My family will be ______________________________________

______________________________________________

Pros ________________

Cons ________________

School Activities participation will be ________________

Pros ________________

Cons ________________

My social life will be ________________

Pros ________________

Cons ________________

School work assignments will be (hours spent) ________________

Pros ________________

Cons ________________

Answer the following questions?

Do I have what it takes to be a good student? A good employee?

Do I get to school on time? Will I get to work on time? ________________

Do I do my homework assignments? Will I work hard while at work or goof off? ________________

Am I a dependable student (am I a good attender)? Will I be a dependable employee? ________________

Do I get along with my teachers and other students? Can I get along with others? ________________

Do I follow directions in class? Will I follow directions on the job? ________________

Am I considerate of others? ________________

Is my appearance neat and clean? ________________

Do I mind taking orders? ________________

Can I handle criticism? ________________

Can I work with speed as well as accuracy? ________________

Can I work under pressure? ________________

## GOALS I HAVE SET FOR MYSELF

SHORT TERM ____________________________________________

____________________________________________

____________________________________________

LONG TERM ____________________________________________

____________________________________________

____________________________________________

FUTURE CAREER GOALS ____________________________________________

____________________________________________

____________________________________________

Will a part-time job help me achieve the goals I have set for myself? ____________________

____________________________________________

____________________________________________

____________________________________________

Reviewing the completed sentences, the answers to the questions and the goals I have set for myself, I feel I (should/should not) look for a part-time job because

____________________________________________

____________________________________________

____________________________________________

____________________________________________

____________________________________________

____________________________________________

____________________________________________

____________________________________________

____________________________________________

End the class time with an open discussion on the pros and cons of working and the importance of the decision-making process in determining positive directions for our lives.

STUDENTS NAME ______________________ DATE ______________________

PERIOD ______

## IMPORTANCE OF SELF AWARENESS IN DECISION-MAKING

**DISCOVERING WHO YOU ARE** – Self Awareness/Decision-Making

**PURPOSE:** To help students become aware of their values, attitudes, feelings, and abilities and to learn the importance of self awareness in the decision-making process.

**MATERIALS:** copy of "KEYS TO INNER SELF" Activity sheet for each student which includes questions for students to think about, answer, and then to be used for class discussion.

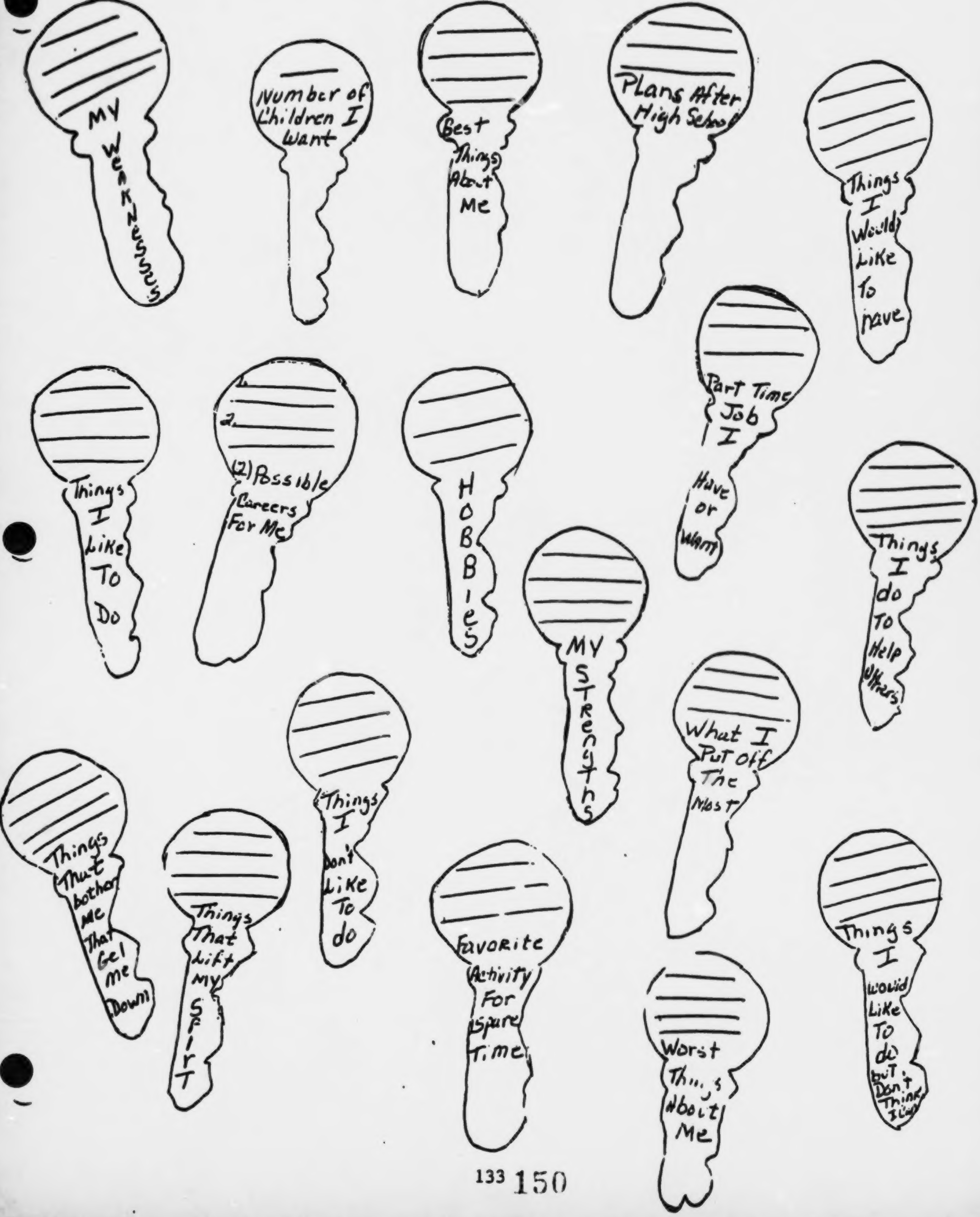
**CLASS TIME:** 1 Class Period

**INTRODUCTION:** This is an exercise to help students learn more about themselves. Most of us feel good about ourselves when we do something for others. We also feel happy when we do something well. These feelings help us to have a positive outlook or a good self-concept about who we are. In this activity the students will be considering their lifestyle goals, their values, their strengths and weaknesses, their abilities and interests as well as their needs and career preference. Enjoy discovering who you are.

**STUDENTS WILL COMPLETE THE FOLLOWING ACTIVITY:** "Keys To Inner Self"

SEE NEXT PAGE

KEYS TO INNER SELF



My Weaknesses
Number of Children I Want
Best Things About Me
Plans After High Schoo
Things I Would Like To Have
Things I Like To Do
1.
2.
(2) Possible Careers For Me
Hobbies
Part Time Job I Have or Want
My Strengths
Things I do To Help Others
What I Put Off The Most
Things That bother Me That Get me Down
Things That Lift My Spirit
Things I Don't Like To do
Favorite Activity For Spare Time
Worst Things About Me
Things I Would Like To do but Don't Think I Can

Have Students answer the following questions and then have an open discussion time to talk about the questions:

1. Which was easier to think of, the nice things about you or the worst things about you? Which of these are you reminded of most frequently?

2. Looking over your "Keys To Inner Self," what do your think are special interests or abilities you have that might help in determining good career choices for you?

3. Circle the three Keys that you like best. Explain the reasons for your choices.

4. Do you see the same interests showing up in more than one Key? If so, name the interest.

5. Look back over your "Keys To Inner Self" activity sheet and determine what career choices will enable you to use your interests and abilities to the best advantage.

6. Did you learn something about yourself that surprised you? If yes, what was it and why did it surprise you.

7. Does your self-concept about yourself on a given day affect your attitude, your behavior, your activities, your work and/or school work, and how you respond to others? Explain

8. Is there anything else that you would like to discuss about getting to know your self? If so list them and share during discussion time.

# WORK LIFESTYLE AND IDENTITY

## WHAT IS IMPORTANT TO YOU? – Decisions! Decisions!

**PURPOSE:** To help students learn how to make decisions about the important areas of their lives, such as: family, career, friends, spiritual well-being, and leisure activities

**MATERIALS:** Sample copy of chart of five important areas of students life, and old magazines, scissors, and paste

**CLASS TIME:** 1 Class Period

**INTRODUCTION:** We often daydream about our future, in those dreams do you ever think about how your careers affect on your lifestyle? Your lifestyle is how you spend your time. All of life is made up of activities and people who we share our life with. There are five main areas that are important to our lifestyle:

* FAMILY
* SPIRITUAL WELL-BEING
* CAREER (WORK)
* FRIENDS
* LEISURE ACTIVITIES

These areas may be drawn to show a lifestyle picture of what is important in your life. Everyone will have a different lifestyle picture, because we each have a different set of values (things that are important to a person). These values may change our lifestyle pictures as we mature or changes occur in our lives.

Each major part of our life affects all of the others to some degree. Notice that CAREER was placed in the center of each lifestyle picture or pattern because it is the central activity that we plan our daily lives around.

Look at the six sample charts and then make one of your own using the same format.

FAMILY

SPIRITUAL WELL-BEING

CAREER

FRIENDS

LEISURE ACTIVITIES

Cut pictures representing each of the five (5) areas out of old magazines and paste in each circle. Make the one which is most important to you the largest. If each of the five are of equal importance to you then all five pictures would be placed in a circle that is the same size like sample 3.

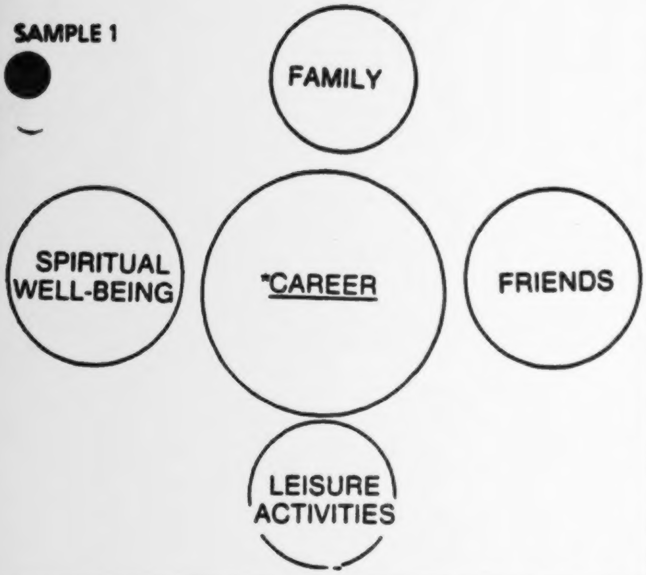
Follow with a class discussion on the different areas that are important to each student and why it is important to them.

## DISCUSSION PROBLEMS TO THINK ABOUT

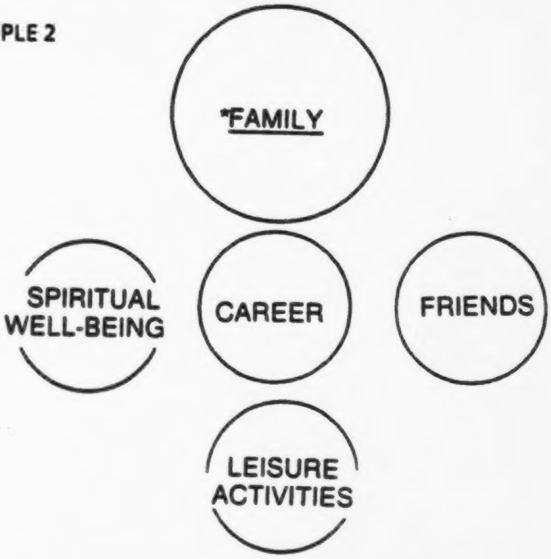
1. Considering the areas of your life that are important to you describe what your lifestyle might be like ten years from now.

2. Think of adults you know who are working. How does it affect the other parts of their lives?

**SAMPLE 1**


FAMILY
SPIRITUAL WELL-BEING
*CAREER
FRIENDS
LEISURE ACTIVITIES

**SAMPLE 2**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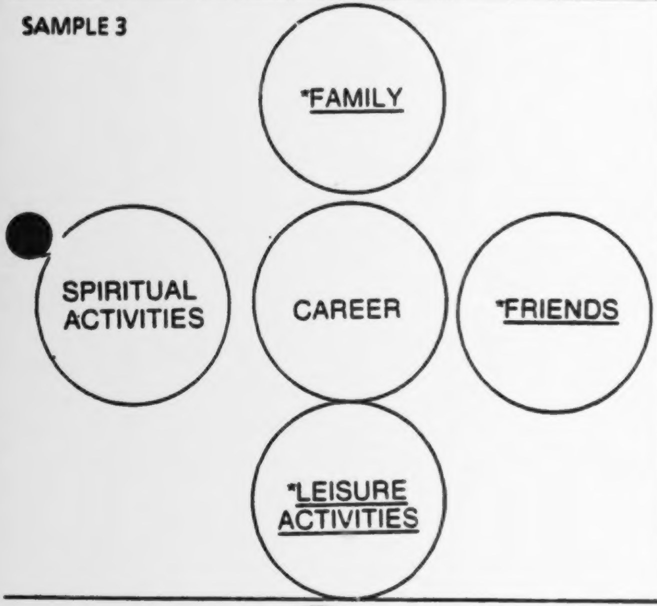
**SAMPLE 3**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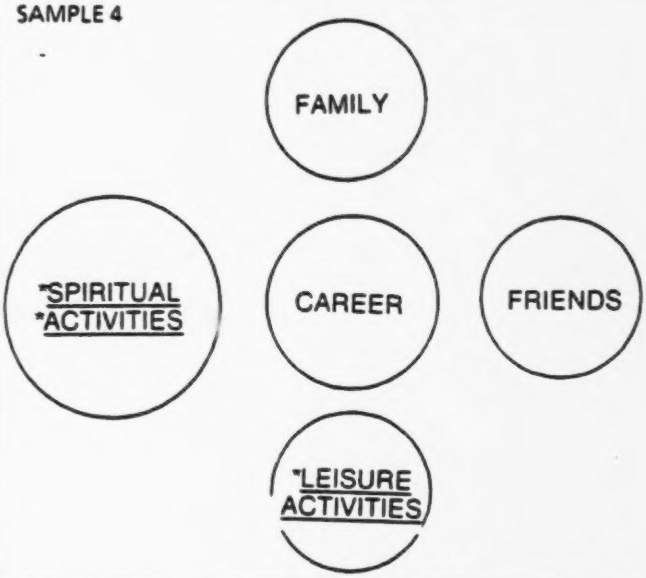
**SAMPLE 4**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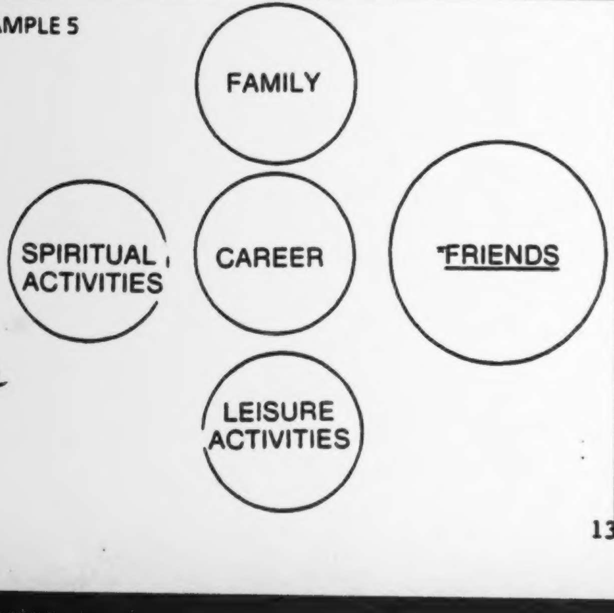
**SAMPLE 5**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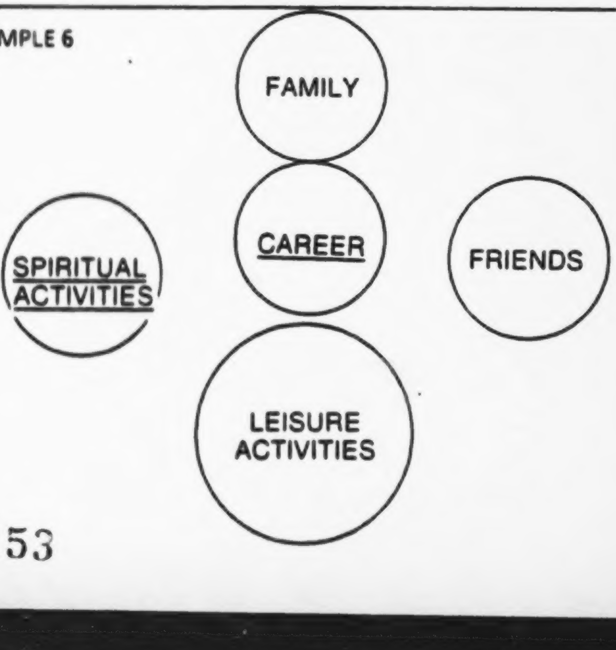
**SAMPLE 6**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# PURCHASING (BUYING) DECISIONS

## MAKING WISE CHOICES

**PURPOSE**: To enable students to use the decision-making process and learn how to plan ahead, set goals, learn how to make wise choices and to help them to separate facts from emotions.

**MATERIALS**: Purchasing Decision Activity sheet for each student

**CLASS TIME**: 1 Class Period

**INTRODUCTION**: We make decisions concerning all areas of our lives -- school, work, friends, health, money, and time. Using the decision-making process can help the consumer budget their time and money wisely. Use the following purchasing chart to compare different forms of cherries. Make a decision concerning which form you would buy by working through the steps of the decision-making process.

## PURCHASING (BUYING) DECISIONS CHART

NAME ______________________________ DATE ____________ PERIOD ____________

Work through the steps of the decision-making process to make a decision about which form to purchase.

| FORM | COST PER SERVING | TIME TO PREPARE |
|---|---|---|
| Fresh Cherries | | |
| Canned Cherries | | |
| Frozen Cherries | | |

1. State the decision you need to make ______________________________________________

_______________________________________________________________

2. List the alternatives ______________________________________________

_______________________________________________________________

3. Think about the results of each alternative

|  | **PROS**: | **CONS**: |
|---|---|---|
| FRESH | | |
| FROZEN | | |
| CANNED | | |

4. Choose one alternative that you would buy. Why did you decide to choose it?

5. Test your decision by tasting the cherries you chose.

6. Evaluate the decision you made. Did you make a good choice? Would you make the same choice again? Why or why not?

# VALUES AND DECISION-MAKING

## OUR VALUES ARE INVOLVED IN MAKING DECISIONS

**PURPOSE:** To help students understand that their values will play a big part in making decisions for their life and to see how values might affect the decision being made

**MATERIALS:** Activity sheet for each student

**CLASS TIME:** 1 Class Period

**INTRODUCTION:** Many times we are faced with situations that require a decision that is hard to make because it involves someone we care about. This is when our value system takes over. Your values are things that are important to you, such as honesty, self-respect, truthfulness, etc. Everyone has their own set of values and they will not totally agree with your values. Have students divide into groups and take one of the following situations and come up with a group decision on what action to take – remember there will be different values involved so the group needs to come up with a consensus.

**SITUATION A:** One of your classmates was picked up by the police for selling drugs to some elementary students. Many of your have brothers and sisters who attend that school. Now your classmate wants you to be a witness for him when he appears in court. He still wants to be your friend and to be invited to all the group's activities. What is the decision of the group? Why?

**SITUATION B:** A classmate who is a part of your group of friends has been very depressed lately and has talked about committing suicide a lot. She is pregnant, does not know who the father is and has asked you not to tell her parents or anyone else. Today she came in and had cut her wrists. What should the group do? Should you tell someone or do as she asked you to do, keep quiet? There is a Student Assistance Team at school should you report your friends attempt on her life to them? The decision is yours to make.

**SITUATION C:** One of your best friends cheated on the final exam and received an A which made her the valedictorian of the senior class over another girl who is not apart of your group and your really don't like. Your friend does not know that you saw her cheating. What should you do about it? Should you tell her you saw her cheat? Should your tell the teacher? Principal? Or should you keep quiet because you don't like the other girl anyway? The decision is for the group to make.

**SITUATION D:** Your family is away for the weekend and they have asked you not to use the car or invite anyone in while they are away. Friends of your group find out that your parents are gone for the weekend and decide to have an all night party at your house. You let one of the boys drive your father's car and he gets into a wreck. The house is a mess from coke spills on the furniture, to a broken chair and the group thinks it has been great fun. Your parents are due home and you are left all alone to explain what has happened. What will you do? Will you tell your parents who wrecked the car? Or will you say you don't know what happened. Will you ask your friends to help pay for the damages? What will your group decide?

## SCHOOL BOARD OF ORANGE COUNTY, FLORIDA
## Developmental Guidance Planning Form, 19_____ - 19_____

SCHOOL: ____________________ COUNSELOR: ____________________

LEVEL: Grades 9-12 GOALS: Study Skills Instruction

Number of sessions for this unit: 6

Average time per session: 45

Unit presented by (check all that apply): Counselor ________________

Teacher __________, Other __________ (Specify)

Approximate dates of presentation: From __________ To __________

---

Briefly describe the unit.

Session 1: Overview and Time Management

PURPOSE: To develop knowledge of and skills in managing time -- both long-range and short-range planning.

Materials used (filmstrips, films, kits, etc. Learning Survey; Tips for Managing Study Time; Weekly activity schedule.

Session 2: Managing the Study Environment

PURPOSE: To develop knowledge in and skills of managing one's study environment - both the physical and psychological environments.

Materials used (filmstrips, films, kits,etc. Study locations worksheets; tips on managing environment; case studies.

Session 3: Listening

PURPOSE: To recognize that different types of information require different listening skills and to increase skills in listening to school-related information.

Materials used (filmstrips, films, kits, etc. Listening self-test; tips on listening.

Session 4: Taking and using notes

PURPOSE: To develop skills in recording meaningful class notes and for using them to full advantage.

Session 5: Reading Textbooks

PURPOSE: To understand textbook organization and to read textbooks meaningfully

Materials used (filmstrips, films, kits, etc.) Individual testbooks: Learning from your reading

Session 6: Preparing for Tests

PURPOSE: To develop a strategy for studying for tests.

Materials used (filmstrips, films,kits, etc. A Study Strategy for Exams __________.

## Session I

## Time Management

**PURPOSE:** To develop knowledge of and skills in managing time -- both long-range and short-range planning.

**MATERIALS:** Pre-test: "Tips for Managing Study Time"; "Weekly Activity Schedule."

**INTRODUCTION:** Ask students to introduce themselves and tell why they think they need this instruction. Explain that study skills are not inborn but are taught and that most people need "refresher" courses from time to time. Hand out pretest. Allow time to complete it. Discuss correct answers briefly.

**ACTIVITY:** Say, "The first skill we will work on is time management. This is a life skill which will always be needed. We must start with the fact that we each have only 24 hours in a day. Some of that time is structured for us, like sleep, school, etc. However, each of us has several hours each day abut which we make our own decisions. Sometimes students start off with the assumption that 7-1/2 hours of school per day is enough and that they shouldn't have to study outside of school. They choose to work or spend time with their friends to the exclusion of any study time. Students who choose to continue to do little or no homework will have minimal success with this instruction -- or with school! These lessons are designed for students willing to spend some time and wanting to make the best use of that time."

Hand out "Tips for Managing Study Time." Read, using points in the "Commentary."

Explain the Daily Activity List and what each column means. Ask students to complete one for today.

**CLOSURE:** All working people (including students) can benefit from instituting and using a time management plan.

**ASSIGNMENT:** Pass out weekly Activity Schedule and ask students to keep it during this course.

## LEARNING SURVEY

**True or False Quiz**

T F 1. It's best to study for all classes in the same way.

T F 2. You should study hard the day before a big test so you won't forget anything.

T F 3. If you're having a hard time with your subjects, you just need to study more.

T F 4. It doesn't matter where you study as long as you have variety.

T F 5. Once you have a good study plan, you'll never have to change it.

T F 6. You will learn a lot by copying your notes over.

T F 7. A student of average abilities cannot get better than average grades.

## COMMENTARY ON "LEARNING SURVEY"

All answers are false.

1. There are classes in which you must understand the big picture, like a history class; other classes require exact procedures and much detail, like math class. Therefore, you study differently for different subjects.

2. The best way to remember things is to review it first within 24 hours after exposure and then regular review until testing. Major study delayed until test time results in little real learning -- much forgetting.

3. The quality of study time is much more important than quantity. That's the reason for this course.

4. A regular place to study increases the likelihood that a student will be in a "study mood" when there. Also the student can have good light and study materials all in one place.

5. You may meet a class in which your study plan doesn't work. Then you'll have to change. There are many variations in ways to study.

6. There are many things you should do to notes -- place key facts on flash cards for study, for example; copying them results in very little learning.

7. Grades come as a result of many factors. Most people have average abilities -- some of those with average abilities make superior grades; others make very poor grades. Study skills can make a big difference.

## TIPS FOR MANAGING STUDY TIME

1. Keep a daily activity list.
2. Set a regular time to study.
3. Study for manageable increments of time.
4. Study the more difficult subjects first.
5. Review each subject often.
6. Learn to "steal" time.

## DAILY ACTIVITY LIST

Day______________________________

| MUST DO! | SHOULD DO! | COULD DO! |
|---|---|---|
| 1.__________________ | 1.__________________ | 1.__________________ |
| 2.__________________ | 2.__________________ | 2.__________________ |
| 3.__________________ | 3.__________________ | 3.__________________ |
| 4.__________________ | 4.__________________ | 4.__________________ |
| 5.__________________ | 5.__________________ | 5.__________________ |
| 6.__________________ | 6.__________________ | 6.__________________ |
| 7.__________________ | 7.__________________ | 7.__________________ |
| 8.__________________ | 8.__________________ | 8.__________________ |
| 9.__________________ | 9.__________________ | 9.__________________ |
| 10._________________ | 10._________________ | 10._________________ |

## COMMENTARY ON "TIPS TO MANAGING STUDY TIME"

1. An activity list is the clearest way to see where the time goes. It should be truthful. A time management plan will be built around the activity schedule.

2. We humans are creatures of habit. It is easier to study once regular study times have become a habit. Once this habit is established, students find that they waste less time and mental energy on deciding when to study, on avoiding studying, and on complaining about studying.

3. A manageable increment may be different lengths of time for different individuals. The maximum should be about an hour before a short 5- to 10-minute break. Students whose study habits are poorly established should begin with about 20-minute increments. Regardless of the length of the increment, it should be used for study only. Students should concentrate on study for just that segment of time, regardless of the additional work that will be needed later. This time should be free of any distractions. Then take a short break and return for the next increment right away. Simple staying home and studying between several lengthy telephone chats does not constitute a night of study!

4. Unless you have a pressing project with a due date just around the corner, study your least favorite subject first. When you begin to get tired, it will not be as difficult to complete the easier assignments with the hard one behind you.

5. Research shows that people learn best when they review often. Studying a subject 15 minutes each of five nights will have more benefit than studying 1-1/2 hours once per week. Keep up on a daily basis. This is one of the most costly mistakes students make.

6. Find short amounts of time which you can "snatch" for some study. If dinner is late, use the waiting time for study. Give up a TV show which you don't really enjoy anyway. While waiting for the orthodontist, while riding to appointments (providing you're not driving!), weekends, or even getting up thirty minutes earlier some morning -- all are possibilities for "stealing" extra time.

## WEEKLY ACTIVITY SCHEDULE

Name________________________________________ Date________________________

| Time | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday | Time |
|---|---|---|---|---|---|---|---|---|
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## Session II

## Managing the Study Environment

PURPOSE: To develop knowledge in and skills of managing one's study environment -- both the physical and psychological environments.

MATERIALS: Study Locations Worksheet; Tips on Managing Environment; Case Studies

REVIEW: "Last meeting we talked about time management. Who can name one of the things we learned?" Continue until all 6 tips have been mentioned. Ask to see the Daily Activity Lists and Weekly Activity Schedules -- check for completion. Ask if there were difficulties doing the assignment. Listen and let other members of the group explain a solution to any difficulties mentioned. Ask if there were difficulties doing the assignment. Listen and let other members of the group explain a solution to any difficulties mentioned. Relate discussion to any topics mentioned last meeting.

INTRODUCTION: "Today we are discussing another area of management -- that of our environment. This means both the physical environment (the study place) and the psychological environment (the inner "you" -- attitudes, frame of mind, etc.). Notice that we use the word "management" which indicates control. You have control of both your time and environment. The sessions are to help you exercise that control to your best advantage."

ACTIVITY: "The place where we study can be very important. There is no perfect place which is good for everyone. The trick is to find your own best place."

Hand out Study Locations Worksheet; give instructions and time to complete. Say, "Examine your answers. Which is your best location? What are the problems in that place? What can you do to get rid of those problems? You may need your family's cooperation. Perhaps you should show this little test to them and let them help you work out the physical details.

"One thing you must do while still at school is to begin organizing your study materials. Write down all homework assignments in a safe place; take home all books you will need. Take them directly to the study location, and place the assignment you'll do first on top of the stack. Then you won't waste any time figuring out which to do first.

"One of the first items we need to cover is that of who is pushing you. Do you study only when on restriction? Only when things are going well (or poorly) with your girlfriend/boyfriend? Or do you study consistently because you fear getting behind and because you are anxious to learn and make good grades?

It is important to know what motivates you. Then if it's your parents, explain that you need them to require homework until your own motivation kicks in (whenever that is). Remember, the goal for all of us is to get our own motivation strong enough to sustain us with minimal pressure from other sources (parents, supervisors, friends, etc.).

Hand out "Tips for Managing the Study Environment." Use information from the Commentary to aid discussion of the tips.

Read case studies; allow group members to "solve" the study problems.

**CLOSURE:** "We have covered tips today which can help give students control over their environment -- both the physical environment and the one within their own heads.

**ASSIGNMENT:** Complete Daily Activity List. Study in your best location tonight and do one thing to make it a better location. Continue with Weekly Activity Schedule.

## STUDY LOCATIONS WORKSHEET

| When I study here: | Location A | Location B | Location C |
|---|---|---|---|
| 1. I am often bothered by other people. | | | |
| 2. My mind drifts to other things. | | | |
| 3. I can hear the radio, stereo, TV. | | | |
| 4. I hear other people talking. | | | |
| 5. I tend to take too many breaks. | | | |
| 6. I tend to spend time talking to other people instead of studying | | | |
| 7. I tend to spend time on the phone instead of studying. | | | |
| 8. I tend to spend time looking out. | | | |
| 9. I often get too hot or too cold. | | | |
| 10. I find the furniture and lighting. | | | |
| 11. I often find that needed study materials are elsewhere. | | | |

taken from ACT Study Power

## TIPS ON MANAGING THE STUDY ENVIRONMENT

1. Find you best place to study.
2. Get rid of distractions -- sounds, sights, interruptions.
3. Organize your study materials.
4. Build a positive attitude.
5. Get down to business.
6. Train yourself to concentrate.
7. Learn to value time alone.

## DAILY ACTIVITY LIST

Day________________________________

| MUST DO! | SHOULD DO! | COULD DO! |
|---|---|---|
| 1.____________________ | 1.____________________ | 1.____________________ |
| 2.____________________ | 2.____________________ | 2.____________________ |
| 3.____________________ | 3.____________________ | 3.____________________ |
| 4.____________________ | 4.____________________ | 4.____________________ |
| 5.____________________ | 5.____________________ | 5.____________________ |
| 6.____________________ | 6.____________________ | 6.____________________ |
| 7.____________________ | 7.____________________ | 7.____________________ |
| 8.____________________ | 8.____________________ | 8.____________________ |
| 9.____________________ | 9.____________________ | 9.____________________ |
| 10.___________________ | 10.___________________ | 10.___________________ |

## COMMENTARY ON TIPS TO MANAGING THE STUDY ENVIRONMENT

Numbers 1 through 3 have already been explained today.

4. Successful students study whether they feel like it or not. These students study because they know that study helps them reach their life goals. If you have difficulty in this area, perhaps you need some work with your counselor or occupational specialist to find some career directions so you can see a relationship between your work in school and some goals ahead.

5. Students must learn to shift their minds into a study mode when study time comes. Thoughts regarding worrying about the amount of homework ahead, dislike for teachers, or feeling sorry for one's self simply waste valuable study time. Each time a person actually accomplished study when he/she sits down to do it helps provide a positive mental habit for further study.

6. There are many things students can do for themselves to improve concentration -- get rid of distractions, have study materials available, have definite time, etc. If there are problems understanding the materials, students should seek help from a teacher or tutor. When students have worries which prevent them from concentrating, they should seek help.

7. Study is not a social activity. Some students have difficulty being alone. Students should try to think of this time alone as an opportunity to know themselves better -- who they are, what they're good at, how they feel regarding things they're learning, etc. Spending time studying alone can become a productive time.

## STUDENT ACTIVITY SHEET

### TIME MANAGEMENT CASE STUDIES

**DIRECTIONS:** *Four case studies are provided for your study. Perhaps you see "parts of you" in the study. Think seriously about each case study. Answer the questions listed below.*

Sandy is a sophomore is high school. She is taking business math, earth science, basic English, typing and World History. She is not involved in any extra-curricular activities but is employed at the Consumer Discount Store in the cosmetic department. She works twenty hours per week. Her parents are divorced and she lives with her mom. Her sisters barely managed to graduate from high school. Her grades are poor and she has no desire to finish school. Her immediate goal is to be married to her boyfriend who is working at a service station. She spends all her remaining time with him.

***What is the major problem?***

***What can the student do to solve the problem?***

***To whom can the student go for help with the problem?***

# STUDENT ACTIVITY SHEET

## TIME MANAGEMENT CASE STUDIES - CONTINUED

Judy is a COE (Cooperative Office Education) student at Strong High School. She has an English and history class the first two periods each day. She then goes to her COE class for the remainder of the morning. In the afternoon she works at the XYZ cable television station as a secretary as part of her schoolwork. She is paid minimum wage for this position. When she comes home from school, she must take care of her younger brothers and sisters as her mother is ill. She also makes dinner for the family. Her father is working two different jobs to help pay for the medical bills. Since she would like to further her education at a business college after graduation, she types reports and term papers at home for a nominal fee. She has a 2.2 average in high school

***What is the major problem?***

***What can the student do to solve the problem?***

***To whom can the student go for help with the problem?***

## STUDENT ACTIVITY SHEET

### TIME MANAGEMENT CASE STUDIES - CONTINUED

Matt is a senior at Lake High School. His course load this year includes English, accounting, social studies, geometry and Spanish. Being a "jock" and a member of the high school football team is the most important activity in his life His only purpose in attending high school is to receive a scholarship and play football in college. However, the state university he wants to attend says he must have a 2.0 average to be admitted. He is failing three out of five courses at the present time. In addition to attending school, he works fifteen hours at the local health spa. He has the ability to get good grades, but frequently displays arrogance and a superiority complex. He is also in charge of the weight lifting club.

***What is the major problem?***

***What can the student do to solve the problem?***

***To whom can the student go for help with the problem?***

# STUDENT ACTIVITY SHEET

## TIME MANAGEMENT CASE STUDIES - CONTINUED

John is a junior at Oak Hill High School. His course load this year includes Advanced Composition, Math Analysis, government, physics and Russian. He is also president of the student council which meets once a week during his only free study period. Soccer is also a priority in John's life although lately he has been missing practice and the coach is upset with him. His part-time job is working at the newest computer software center. He tries to put in ten hours a week because he wants eventually to work as a systems analyst at the new high-tech firm in his community.

***What is the major problem?***

***What can the student do to solve the problem?***

***To whom can the student go for help with the problem?***

## Session III

## Listening

**PURPOSE:** To recognize that different types of information require different listening skills and to increase skills in listening to school-related information.

**MATERIALS:** Listening Self-Test; Tips on Listening

**REVIEW:** "Last meeting we talked about management of the study environment. Who can name one of the things we learned?" Continue until all tips have been mentioned. Ask to see the Daily Activity Lists and Weekly Activity Schedules -- check for completion. Ask if there were difficulties doing the assignment. Listen and let other members of the group explain a solution to any difficulties mentioned. Relate it to any topics mentioned last meeting.

**INTRODUCTION:** "Today we will talk about listening skills. Students usually think 'that's easy -- if you have ears.' However, there is a real difference between listening and really hearing."

Ask the students to think of a commercial they have heard recently. Share with the group. Discuss why some information is retained and other information is forgotten as soon as heard.

Easily remembered information:

1. information already introduced -- context and vocabulary are familiar
2. information that is well-organized and accompanied by visuals )pictures, charts, etc.)
3. information with musical accompaniment
4. conversations with close friends

Types of information we need to put ourselves into to remember:

1. teacher's lessons or directions
2. conversations with parents and other adults
3. speakers at banquets, etc.
4. any speaker giving oral directions

**ACTIVITY:** Hand out Listening Self-test . Allow students to complete it and then discuss the importance of each item.

Hand out "Tips for Good Listening." Read and discuss. These tips are explained more fully; commentary is necessary for only item 7:

7. Examples: "the following 3 factors"; "the 4 major causes." "Consequently" and "therefore" may mean an effect or result is about to be presented. Material to be tested: "remember this," "you'll see this again." Writing on the board, using visuals, and changing the speed of talking are all teacher signals.

**ASSIGNMENT:** Complete Daily Activity List and Weekly Activity Schedule. Try one of the tips we discussed today.

# STUDENT ACTIVITY SHEET
# HOW DO I LISTEN?

*Think about what you hear, how you hear, and why it is important to be an active and alert listener. Think about your listening habits at home, in school, and with your friends. Check your normal every day listening habits. Be honest with your responses. In that way you plan to become a better listener.*

| | | | |
|---|---|---|---|
| Do I concentrate on what is being said? | | | |
| Do I look at the speaker? | | | |
| Do I listen for at least one new idea when I am being spoken to or in a conversation? | | | |
| Do I pay attention so I can pick up new words and phrases? | | | |
| Am I affected by the speaker's tone of voice? | | | |
| Do I interpret what is being said by watching body language? | | | |
| Do I ask questions when I hear something I don't understand? | | | |
| Do I really try to avoid distractions and daydreaming when I listen? | | | |
| Do I pay attention the first time when I hear directions? | | | |
| Do I take notes to help me remember what was said? | | | |
| Do I "free" my mind and body to allow myself to think about what I have heard? | | | |
| Do the things I hear remain with me for a long period of time? | | | |
| Do I really attempt to listen attentively? | | | |

## TIPS FOR GOOD LISTENING

1. Choose to "tune in" to what you are hearing. Tell yourself, "I'm awake and alert, and I'm choosing to listen carefully." Repeat this message to yourself whenever necessary.

2. Try to seat yourself away from distractions.

3. Try to make eye contact with the speaker often. Be aware of your own body language. Appear attentive.

4. Try to figure out how the presentation is organized. Then use that knowledge to guide your listening. Six common patterns of organization are:

   descriptive or narrative.
   cause/effect
   comparison/contrast
   definition
   list
   sequence/time

5. When you listen, ask yourself questions about what the speaker is saying.

6. When you need to remember what you are hearing, take notes about it. To differentiate this, you must listen critically to everything that is said. You need to constantly be thinking about the meaning and importance of everything.

7. Learn your teacher's signals regarding the importance of material.

8. Remain alert during the entire class. The final 10 minutes may cover as much as the preceding 30-40 minutes.

## DAILY ACTIVITY LIST

Day______________________________

| MUST DO! | SHOULD DO! | COULD DO! |
|---|---|---|
| 1.____________________ | 1.____________________ | 1.____________________ |
| 2.____________________ | 2.____________________ | 2.____________________ |
| 3.____________________ | 3.____________________ | 3.____________________ |
| 4.____________________ | 4.____________________ | 4.____________________ |
| 5.____________________ | 5.____________________ | 5.____________________ |
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| 8.____________________ | 8.____________________ | 8.____________________ |
| 9.____________________ | 9.____________________ | 9.____________________ |
| 10.___________________ | 10.___________________ | 10.___________________ |

## Session IV

## Taking and Using Notes

**PURPOSE:** To develop skills in recording meaningful class notes and for using them to full advantage.

**MATERIALS:** Class Notes Checklist; Tips on Taking and Using Notes; Oral Signals Worksheet.

**INTRODUCTION:** "Last time we talked about tuning in to the speaker. Today we also talk about tuning in. There is no way we can take notes while our minds are in neutral. We first must be tuning in--to the speaker, the textbook, film, or whatever we are taking notes from. When we take notes, we create a record of what we have heard or read. In this way, we begin to figure out for ourselves the meaning of material."

**ACTIVITY:** Hand out Class Notes Checklist; have students complete; then discuss. Say, "There are several notetaking systems. Use the one your teacher suggests or one that works for you. Several tips will be helpful no matter which system you use." Hand our"Tips on Notetaking" and discuss. Hand out "Oral Signals Worksheet"; ask students to complete it; then compare answers.

**CLOSURE:** You cannot take notes if you only half-way listen. The primary purpose of taking notes is to have review material which should be studied very regularly.

**ASSIGNMENT:** Bring your most difficult textbook to our next meeting.

## CLASS NOTES CHECKLIST

**True or False Quiz**

T F 1. When I take notes in class, I try to copy the teacher's exact words.

T F 2. When taking notes, I often find that I don't know what to write down.

T F 3. I always copy equations, diagrams, or graphs from the chalkboard.

T F 4. I always copy over my notes to help me study.

T F 5. I usually begin my study by reviewing notes previously given.

T F 6. I don't review my notes until the teacher announces a test.

T F 7. From my notes, I can tell the main points from minor details.

T F 8. I usually compare my notes with material in the textbook.

## COMMENTARY ON "CLASS NOTES CHECKLIST"

Statements 3, 5, 7 and 8 are almost always true for students with effective notetaking skills; statements 1, 2, 4 and 6 are almost always false.

1. Falses. It's too easy to fall behind.
2. False. Such students may not have read the assignment and are bewildered by too much new material. Others need to learn the teacher's oral cues more thoroughly.
3. True. Material on the board is usually important and will help explain more obscure concepts. It needs to be exact.
4. False. There are many much more helpful ways to organize notes. We'll learn some.
5. True. The more frequent the review, the easier new material is to comprehend, and the likelihood of retention is greatly increased.
6. False. Immediate review helps one spot gaps in notes which can be corrected. Also it helps with retention.
7. True. Highlighting, starring, etc., are all ways to help point out important material.
8. True. This really helps with understanding and clearing up more difficult concepts.

## TIPS FOR TAKING AND USING NOTES

1. Be neat and orderly. Date the notes and keep the ones for each class together.
2. Learn to rely on the speed and power of your own mind. You can process information faster than your teacher talks. Listen, think, then take abbreviated notes on the important things. Use symbols, words without vowels, etc., to shorten your notes.
3. Some specific information needs to be recorded exactly as it is presented; i.e., names, dates, formulas, equations. Take particular note of visual aids and oral examples. They should be recorded, as they likely help explain difficult concepts.
4. Highlight your notes with stars, underlining, etc. Write down all homework assignments and circle them.
5. Review your notes regularly. Most forgetting takes place immediately after the first learning. Review within 24 hours and regularly after that.
6. Quiz yourself about your notes. Convert important information into a question.
7. Get help immediately if you have a gap or lack of understanding in your notes.

## DAILY ACTIVITY LIST

Day________________________

**MUST DO!**

1.________________
2.________________
3.________________
4.________________
5.________________
6.________________
7.________________
8.________________
9.________________
10.________________

**SHOULD DO!**

1.________________
2.________________
3.________________
4.________________
5.________________
6.________________
7.________________
8.________________
9.________________
10.________________

**COULD DO!**

1.________________
2.________________
3.________________
4.________________
5.________________
6.________________
7.________________
8.________________
9.________________
10.________________

## ORAL CUES WORKSHEET

### Cue Words and Phrases

consequently
hint! hint!
in conclusion
in the same way
similarly
this is important

but, sometimes
however
in summary
likewise
so
to illustrate

for instance
if you don't hear anything else
in the final analysis
on the other hand
therefore

---

**Cues indicating an example**

______________________
______________________
______________________

**Cues indicating a parallel**

______________________
______________________
______________________

**Cues indicating an exception**

______________________
______________________
______________________

**Cues indicating a result or effect**

______________________
______________________
______________________

**Cues indicating material to be tested**

______________________
______________________
______________________

**Cues indicating review**

______________________
______________________
______________________

Idea taken from ACT's Study Power

## Sessions V

## Reading Textbooks

**PURPOSE:** To understand textbook organization and to read textbooks meaningfully.

**MATERIALS:** Individual textbooks; Learning from Your Reading.

**REVIEW:** "Last time we talked about taking and reviewing notes. What are some tips we learned? The basis for all notetaking is good (listening)."

**INTRODUCTION:** "You may be about as excited about textbooks as you are about toothpaste and socks. That's appropriate. They are necessary but were never designed to be exciting."

**ACTIVITY:** "Please open the text you brought with you to the chapter you are currently studying.

1. Notice that your book has chapters, each dealing with material common to one large topic.
2. Find the main topic heading of the chapter.
3. Find the subheading and see if you can figure out how all the subheadings are related to the main topic heading.
4. Find the chapter introduction -- read it and tell us what it says in general.
5. Find the chapter summary and read it.
6. See if there are review questions at the end of a chapter or heading. How can you use these?
7. Find some introductory signals; i.e., "the chief cause"; "the five underlying conditions."
8. Find some relational signals; i.e., "first . . . second . . . third"; "in addition"; "on the other hand."
9. Find some conclusive signals: "thus"; "consequently"; "in the final analysis."
10. Find typographical emphasis: italics, boldface.
11. Find a list and note how it is set off. What does it have to do with the whole chapter?
12. Find a cartoon, drawing, graph, etc. How is it related to the chapter?

Hand out "Learning from Your Reading" and discuss.

**CLOSURE:** "Obtaining information and meaning from textbooks is a necessary skill for students. We have covered the organization of texts so you can find information more easily as well as tips on how to approach your reading."

**ASSIGNMENT:** Continue Daily Activity Lists and Weekly Activity Schedules. Try reading the chapter in the text you brought, using the skills we learned.

## LEARNING FROM YOUR READING

One of the major differences between middle school and high school and between high school and college is the amount of reading you are expected to do. Furthermore, as you move along, you are expected to remember the material for longer periods of time before testing.

Purpose: It is to your benefit to think about the purpose of your reading and studying. It is especially helpful to convince yourself of the value of the subject to your life. A purpose of studying to get a good grade may motivate, but there is built-in drudgery accompanying that purpose. Research shows that the people who learn best are those who know why they want to learn.

Activity: Reading requires an active mind, even though the body is inactive in the process. An active mind asks questions of the reading (and answers them), continually looks for the important points, and may take written notes.

Review: Rarely can anyone remember textbook material after one reading. Review is vital both immediately after the reading as well as at regular intervals thereafter. One should also attempt to "boil down" the reading into the main idea(s).

### DAILY ACTIVITY LIST

Day________________________________

| MUST DO! | SHOULD DO! | COULD DO! |
|---|---|---|
| 1.____________________ | 1.________________ | 1.________________ |
| 2.____________________ | 2.________________ | 2.________________ |
| 3.____________________ | 3.________________ | 3.________________ |
| 4.____________________ | 4.________________ | 4.________________ |
| 5.____________________ | 5.________________ | 5.________________ |
| 6.____________________ | 6.________________ | 6.________________ |
| 7.____________________ | 7.________________ | 7.________________ |
| 8.____________________ | 8.________________ | 8.________________ |
| 9.____________________ | 9.________________ | 9.________________ |
| 10.___________________ | 10._______________ | 10._______________ |

## Session VI

## Preparing for Tests

PURPOSE: To develop a strategy for studying for tests.

MATERIALS: "A Study Strategy for Exams" (handout)

INTRODUCTION: "The most effective way to prepare for an exam is to stay up-to-date in the course. Do all assignments on time and regularly review notes, handouts, and textbook reading."

ACTIVITY: "Today I will present a strategy you can use to prepare for an exam. Remember that this strategy begins as soon as the teacher begins a unit that will be tested. It does not begin a night or two before the test itself."

Hand out "A Study Strategy for Exams." Go over all points of the strategy.

CLOSURE: Ask students to close their eyes and do each thing you ask them to do as you slowly read this visualization:

"Spend a few minutes imagining yourself sitting tall, listening in class, taking careful notes, studying at a regular time each night, reading your text and finding it related to what is happening in class, making flash cards and memorizing all important terms and facts, having well-organized folders with everything needed to really review for tests, and finally enjoying a test because it is so gratifying, letting the teacher know how much you learned.

"Now open your eyes. Try this little visualization exercise each day. It cannot substitute for studying, but is can help make studying even more profitable as you see yourself as a successful student."

**THANK YOU AND GOOD LUCK!**

# A STUDY STRATEGY FOR EXAMS

I. Survey Your Study Problem

- A. What do I need to know for this exam? Do not rule out too much; expect to be asked about all important topics in some detail.
- B. Of what is likely to be on the exam, what do I already know? I need to know this well enough to state it in several different ways.
- C. Of what is likely to be on the exam, what don't I already know?
- D. How much time do I have? Make a study schedule and stick to it.

II. Organize Your Information

Consider all your material -- class notes, reading, quizzes, handouts, etc. These are several possible ways to organize, such as the following:

- A. Flash cards with terms and definitions.
- B. Flash cards with topic or questions on one side and rules or facts on the other.
- C. Diagram all the information to be covered.
- D. Develop a question outline of the entire information. Phrase each important topic as a question.

III. Work with your Information and Learn It.

Quiz yourself on the questions you formulated, the flash cards you made. Reinforce your memory in the following ways:

- A. Use memory tricks.
- B. Report the same information in different words.
- C. Relate less important ideas to more important ideas.
- D. Imagine that you are teaching the material to someone less knowledgeable. Actually make presentations.

IV. Take the Exam

- A. Be physically prepared with appropriate sleep, breakfast, etc.
- B. Arrive on time with necessary supplies.
- C. When you receive the exam,
  - 1. survey it.
  - 2. notice any questions with high point value.
  - 3. start with the easiest questions.
- D. Read and follow all directions carefully.
- E. When you have time, check over your answers.

V. Learn from the Results

Go over all items you missed and find out why. How can you prepare better next time?

## SOURCES

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Wagner, Rudolph F., Study Skills for Better Grades, J. Weston Walch Publisher, Portland, Maine,1978.

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School Board of Orange County, Florida

Developmental Guidance Planning Form, 19___-19___

SCHOOL: ____________________ COUNSELOR: ____________________

LEVEL: ____________________ GOALS(S): Dealing with testing anxieties

Number of sessions for this unit: 1
Average time per session: 50

Unit presented by (check all that apply): Counselor X, Teacher ________,
Other ________(Specify)

Approximate dates of presentation: From __________ To __________

. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

Briefly describe the unit.

Session I: Getting ready to test/dealing with testing anxieties.

PURPOSE: Learning how to deal with testing fear.

Materials used (filmstrips, films, kits, etc.) ____________________

Session 2: Learn the Concept of Preview, View & Review

PURPOSE: To teach students procedures for improving test taking skills: Preview, View and Review

Materials used (filmstrips, films, kits, etc.) pencils, sample test, taking hints sheet

Session 3: Gaining an understanding of Objective Tests

PURPOSE: To teach students test-taking skills for T-F, matching, and multiple choice

Materials used (filmstrips, films, kits, etc.) "Test-Taking Strategies Activity Pack" by Fred Pyrczak and a list of Absolute and Qualifying Words

Session 4: Gaining an understanding of Objective Tests

PURPOSE: To teach students test-taking skills for fill-in-the-blanks, short answers, and essay tests

Materials used (filmstrips, films, kits, etc.)"Test Taking Strategies Activity Pack" by Fred Pyrczak, Long-Answer Discussion Terms Sheet, Essay Exam Terms Sheet, and Key Terms or Quantity, Duration, or Degree

Session 5: Gaining an understanding of Standardized Tests

PURPOSE: To teach students the principals of taking standardized tests and become familiar with the standardized tests they will probably take.

Materials used (filmstrips, films, kits, etc.) Pencil, sample test and questions for the ACT. Preparing for the ACT Assessment handbook.

## TEST TAKING

Grade Level: 9-12

Purpose: To understand the process of getting ready to take a test and dealing with testing fears.

Materials: Sample tests dealing with questions about testing anxieties.

Time Limit: 1 class period

Introduction: Would you like to see television pictures of yourself taking a test? Watch a group of your friends testing and you will probably see yourself.

Sweaty palms? Nervousness? Sleeplessness? Lack of concentration? Do any of these or possible even other symptoms describe you as you walk into a classroom to take a test?

### Activity 1:

1. Pass out the attitude exam. Read the instructions and allow the students 15 minutes to complete the survey.
2. After students have completed the survey take 10 minutes to discuss any statements that really interests them.

### Activity 2:

1. What are steps you can take to help prevent the classic test anxieties?
    a. "Be prepared" – Scouting motto works for testing. Confidence does great things to help get rid of testing fears.
        1. There are test taking hints for the two different types of tests - objective and subjective. We will learn those in later sessions.
        2. Avoid last minute reviews. Plan to review over a period of several days. Try to be so well prepared that you could go to a movie the night before a test. Cramming usually gains little for improving a test score.
        3. Keep your regular schedule for sleep and meals.

### Activity 3:

1. What happens if you've done all the right studying but upon entering the test room a panic attack for no real reason hits you.

    Your heart beats like your chest is going to explode
    or your stomach feels queasy
    or you begin to perspire
    or you start breathing faster and shallower
    or your mind seems confused or agitated.

    Possible all of these symptoms hit you. What can you do now? the old expression "Mind over matter!" could work for you.

2. Learn to Relax –

You can relax anywhere. But it does require regular practice and use. Let's try it now. Pretend you are in a classroom ready to take a test.

a. Make yourself comfortable.

b. Close your eyes focus on your breathing. Listen to the soft sound of the air as it flows in and flows out. Make sure you are "belly breathing."

c. After a minute or two of concentrating on your breathing, start counting up to ten inhalations and say "Relax" as you exhale. As you inhale say "one," see the number one in your mind. Then as you exhale say the word "Relax" and see the word "RREELLAXX" in your mind. Continue counting until you feel your mind is focused and not bothered by outside thoughts. The counting process is a good way to focus your mind and prevent outside thoughts from bothering you. It is difficulty for a person with an active mind to focus his/her attention.

d. There are many different activities that students can use to focus attention and relax

1. Walk through an English garden.
2. South Pacific island beach.

Use any one that works for you.

Closure: Test fears are real and students must learn how to prevent them for disabling them at test times

Summary Remember:
I will be prepared for a test
I can relax
I can control my mind
I can concentrate on my studies
I can perform to the best of my ability

**ACTIVITY I**

Below are statements that could relate to your feelings about taking tests. Read the statement thoroughly. Choose a letter from the continuum that best matches your own feelings about test taking. Place the letter in the blank at the beginning of the statement. There are no correct or incorrect answers.

| A | B | C | D | E |
|---|---|---|---|---|
| Always | Almost Always | Sometimes | Almost Never | Never |

_____1. The more important the test, the worse I seem to do.

_____2. I like a book better if I don't have to read it for a class.

_____3. I work best under pressure.

_____4. Essay tests are easier for me than multiple choice exams.

_____5. During testing, I blank out on questions for which I know the answers, and I remember them as soon as the test is over.

_____6. Being nervous while testing helps me to do better.

_____7. I don't think it's fair that classes with labs should have tests in both the class and lab.

_____8. When I am not prepared for a test, I get upset and do even worse than I really should.

_____9. As I take an exam being nervous keeps me from doing as well as I could.

_____10. Once I start a test, nothing distracts me.

_____11. I do better in courses for which the grade depends primarily on one test.

_____12. I look forward to taking tests and exams.

_____13. By the time I start a test, I am so tired from worrying that I don't care how well I do.

_____14. In a class where I have been doing poorly, my fear of getting a bad grade on the test reduces my ability to do well.

_____15. I would prefer to take self-paced classes over more traditional classes with three tests and a final exam.

_____16. I may seem to be nervous before a test; but once I begin to test, I forget all about being nervous.

_____17. It is more fun for me to take a hard exam rather than an easy one.

_____18. The pressure of trying to finish a test on time causes me to do worse than others in my class.

_____19. If I were given a choice, I would rather write a paper than take an exam.

_____20. My mind seems to go blank at the beginning of a test, and it takes me a few minutes for me to recover and start to answer the questions.

_____21. I seem to do better on the more important tests.

_____22. Getting a good night's sleep is more important to me than staying up and cramming for a test.

_____23. If I have difficulty on a hard question at the beginning of an exam, it upsets me enough that I have trouble answering even the easy questions.

_____24. I don't think closed-book tests are as fair as open-book exams.

_____25. I don't seem to understand exam questions, and I must reread them many times so they will make sense.

## TEST TAKING

| | |
|---|---|
| Grade Level: | 9-12 |
| Purpose: | To learn general test taking hints |
| Materials: | Clock and sample test – pencil and paper |
| Time Limit: | 1 class period |
| Introduction: | Hundreds of students who have studied for tests fail to do well simply because they do not know how to use what they have learned. It doesn't matter what kind of test you are required to take. There are certain rules or hints that apply to all. Today we are going to learn some of these general test taking hints. Even though some of them are obvious and common-sense, they are important enough to restate or possibly learn. |

Activity 1:

Take out a pencil and paper. Put your name in the upper right corner of the paper. Today to help you learn about test-taking skills, we are going to take a sample test. Your will be allowed 20 minutes for this test. (Pass out the sample tests.) (Time the test – after 20 minutes inform the students to stop and put their pencils down.)

Activity 2:

Now that you have completed the test many of you noticed how silly the examples and instructions were on the sample test. (Go over the instructions, allow 5-10 minutes for this activity.)

Activity 3:

There is a method which can help you do better on tests. Today we are going to explore that method. (See Activity 3)

Activity 4:

Here is a paper titled "General Test-Taking Tips." You may find the hints helpful. (Pass out paper titled "General Test Taking Tips.")

Closure: All students can be better at taking tests. Remember those hints you've learned today the next time you are taking a test.

Summary: Remember the procedure of Preview, View, and Review for taking tests and the general test-taking hints you received on the last hand-out. Even though some of them are obvious and many students already know them; they fail to put them into practice. Use them and see your test taking skills improve along with your grades.

## Activity 1

Follow all directions exactly. Work this test in 20 minutes.

I. If any of the following statements are True, circle F after it.

1. Only smart students do well on tests. T F
2. A course in study skills is an important part of all school programs. T F
3. Tests never scare people. T F
4. This material guarantees you an A on every test. T F
5. Nobody feels that tests are fair. T F

II. Answer these problems in fractional form.

1. .5 + .25 = ____________________
2. .75 – .25 = ____________________
3. .25 × .25 = ____________________
4. .5 ÷ .25 = ____________________
5. What is the next number in this sequence: 1/8, 2/8, 3/8, 4/8, __________

III. Complete each of the following sentences with a word beginning with the letter e.

1. Students who know how to take tests often find them ____________________.
2. Among the tests that can have the biggest influence on your life are those that we call ______________________.
3. Since your are studying this material, you probably take tests _______________.
4. Students who have scored much higher on earlier tests find that when they face a new one, they feel it will be ___________________________________________.

IV. In the following statements, underline each noun that is a subject, circle each subject that is not plural, X out each noun that is not a subject, and put a dot beside every subject that is not a noun.

1. Teachers always give tests when students least expect them. ________
2. Tests are sometimes used as punishment. ________
3. Many students are afraid of tests because they did not study. ________

V. Arrange the answers to these problems in numerical order, biggest to smallest.

1. 7 + 4 = ________ ________
2. 25 − 20 = ________ ________
3. 3 + 3 = ________ ________
4. 16 ÷ 4 = ________ ________
5. 1 × 7 = ________ ________

VI. In these "fill-in-the-blank" sentences, do not fill in the blanks.

1. Your are probably studying this material because you are ____________ about taking tests.
2. Students who know how to take tests are called ____________.
3. The best pattern to follow for studying and test-taking is preview, ____________, review.
4. Session II of this material details hints about taking objective type of ____________.
5. If you have filled in the blanks in the above questions, you are in ____________.

VII. With a pencil, connect the words in Column A with those in Column B that have the same number of letters.

| A | B |
|---|---|
| worry | pencil |
| study | scale |
| percentage | wrong |
| right | pen |
| try | oral |
| write | test |
| answer | worry |
| figure | number |
| survey | directions |

VIII. In the following sentences, circle the words that do not contain an *a*.

1. Define what is meant by being testwise in terms of the intelligence of the test taker, the ability to read instructions, and the approach to the test itself.

______________________________________________

______________________________________________

______________________________________________

2. Outline the best procedure for studying and for taking tests.

3. Compare and contrast the difference between the way you take tests and the way a testwise student does.

4. Explain why you are studying this material.

5. The instructions told you only to circle the words that did not contain an *a*. If you followed those instructions, why? If not, why not?

IX. Define the following words that have fewer than four letters.

1. perfect ____________________
2. fear ____________________
3. contrast ____________________
4. try ____________________
5. grade ____________________

X. To this list of words relating to testing, add six relating to history.

grades ____________ ____________
review ____________ ____________
test ____________ ____________

XI. The following paragraph contains a number of errors. Ignore the errors and circle any word that applies to test taking.

Tests (1) is a way of grading students. (2) Being as they are a means of judging a (3) students' potential, (4) you ought to be (5) admiring various elements (6) regarding as how tests can be (7) of beneficial to anyone as a test taker. Testwise students know how to approach (8) exams, being used to the process. Once your have learned how to take examinations, it will be easier for your to (9) do good on tests. (10) Consequence shows that ability to pass examinations (11) will be greatly enhanced.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________
11. ____________________

XII. Read all these questions before answering any of them. Answer by circling the correct letter, or letters.

1. To do your best on a test you should
   (a) study.
   (b) preview first.
   (c) be careful.
   (d) don't panic.
   (e) all of the above.

2. Test taking is
   (a) hard.
   (b) a skill in itself.
   (c) easy when you know how.
   (d) something that takes practice.
   (e) all of the above.

3. You can do well on a test if
   (a) you haven't studied.
   (b) you are scared.
   (c) you've done poorly before.
   (d) you don't know the answers.
   (e) all of the above.

4. This material will
   (a) not give you all the answers.
   (b) help develop your study skills.
   (c) help you feel better about tests.
   (d) share secrets of testwise students.
   (e) all of the above.

5. Do not answer any of the above questions. Answer only this item. You have now learned that
   (a) you don't follow instructions as well as you thought you did.
   (b) you do follow instructions well.
   (c) sometimes all the answers on a multiple-choice test are "correct."
   (d) instructions are a crucial part of any test.
   (e) none of the above.

## Activity 2

The following are *not* the answers to the preceding quizzes! Rather, they are analyses of the *instructions* to those quizzes.

I. The instruction was to circle *F* for every *true* answer. Did you do that?

II. The instructions asked for answers in fractional form. What form did you use?

III. The test taker was directed to use only words beginning with *e*. How may did you think of?

IV. Did you *answer* each statement by filling in the blank? Or did you *follow* each direction? Read the instructions again, word for word, to see how you did.

V. What numerical order did you put your answers in?

VI. Anyone who filled in the blanks failed this test.

VIII. Did you answer each question – or instead circle all the *a*-less words, as the instructions asked?

IX. How many words did you define? According to the directions, "try" is the only word you should have.

X. You could have added any six words, as long as they had nothing to do with tests or grades.

XI. What did you do here – correct the grammar, or circle all test-related words?

XII. If you answered any question before 5, your answer to the last question is 5a, c, and d. If you did *not* answer any question before 5, your answer is 5b,c, and d – and Congratulations!

Students who are test wise would have done perfectly on all of those riduculous examples, because they would have read the directions completely. It is *that* important to read and understand the instructions provided with any tests.

Any time you do not understand all of the instructions – *ask!* It is to your advantage to guess on some tests, but it is *never* to your advantage to guess at instructions. The worst that can happen when you raise your hand for help is that the teacher will say, "You have to figure that out for yourself" – but you are no worse off. The best that can happen is that you will receive help that will enable you to work the test properly – in which case, you are better off.

If the test is an oral one, and the teacher dictates the questions, you need to pay even closer attention. Jot down a few key words of each question so that you can remember them should you have to go back. If you need to, ask the teacher to repeat the question. And again, if you are confused, ask, no matter how silly you may feel. You will feel even sillier if you mess up because you didn't understand something.

Activity 3

On the board write "Preview, View, Review." Using the techniques indicated in these three words can help you do better taking tests.

Preview – Before beginning a test, read or listen to the instructions carefully. No matter what the test, the instructions are part of it. You could also take note of the following:

1. Did the teacher say write or every line?
2. Where was I to supposed to put my name? Was it last name first?
3. For multiple-choice, underline, circle, or X or put the right answer or wrong answer?
4. Time limit?
5. Use pen or pencil?
6. Work the test in any order?
7. Use complete sentences for essay questions?
8. Is it safe to guess?

The next step for Preview is to survey the test and allot the time for each section. Remember different types of questions require different amounts of time to answer. Also, as you survey the test if you think of important items jot them down on scrap paper or in the margins for further recall.

The last step of Preview is to relax. There are some exercises to help you relax. Here are a couple.

1. Take a deep breath, close your eyes, and count to ten. Repeat three times.
2. Clench every muscle in your body, hold your breath, count to ten, gradually relax each section of your body from your head to your toes, start breathing slow deep breaths.

Many students think Preview wastes time, but test experts all tell us your understanding of the instructions and your overview of the questions enable you to contend with the test effectively.

View – now you are ready to take the test.

1. Answer easiest questions first. This will give you time to mull over the harder ones.
2. Go back to the harder questions. Reread and think about them trying to relate them to something you've learned in class. Don't think "I can't do it;" instead think "I can do it!" Open your mind and let the ideas flow out. Look for clues in the question itself. For example, sometimes there is only one answer that will fit grammatically.
3. If you find something on the test that you do not understand – ask!
4. Remember your time allotments. If you find a question that you cannot answer often trying all the above items – let it go. However, if the test form allows, put something down that shows you made an attempt; and you may get some credit for showing you tried.

Review – No matter how confident or insecure you felt about a test nothing is ever lost by going back over your test answers. Look for –

1. Two answers circled or darkened.
2. Numbers look like the numbers you intended them to be.
3. Did you miss any answers.
4. Is your writing legible.
5. Use all the allowed time. Sometimes this makes a good impression.

Activity 4

## "General Test-Taking Tips"

1. Arrive early and make sure you have all the needed supplies.
2. Make sure you understand the instructions. If anything is unclear, ask. Underline key words in the instructions. Make certain your name is clearly written on answer sheet.
3. Survey the test before you start. If you think of something, write it down.
4. Plan your time. Pace yourself so you will have enough time to answer all the questions.
5. Do the easier questions first so you can have more time for the more difficulty ones.
6. Read questions carefully, underlining key words or times, and decide what you are expected to do. Make certain your answer responds directly to what the question asked.
7. Attack each question systematically.
8. Draft your answers so you can find mistakes more easily.
9. Take your time, don't tense up.
10. Have a strategy for regaining confidence and control in case you panic during the test.
11. Write something down for every question.
12. Review, check, proofread and correct your test answers before handing it in.
13. Use all your time.

## Objective and Subjective Test Taking Skills

Grade Level: 9-12

Purpose: To learn the different methods and approaches for taking objective and subjective tests.

Materials: Use "Test Taking Strategies Activity Pack" by Fred Pyrezak Lesson 10 and Lesson 3 & 4 and sheet with sample Absolute and Qualifying words.

Time Limit: Two class periods

Session 1:
Introduction: Give me the names of three different types of objective tests (true and false, matching, and multiple choice). Now give the names of three different types of subjective tests (fill-in-the-blanks, sentence completion, short answer/completion, and essay). Some authorities consider fill-in-the-blanks to be an objective test, while others call it subjective. (Write each one of the above on the board as they are named.)

How many of you realized that there are different methods to be used when taking any one of the different tests listed on the board? For the today and tomorrow we are going to explore those different approaches so you can become a better test-taker, and consequently receive better grades today. For the first lesson, we will look at the objective tests.

Activity 1: We will learn clues that will help you recognize the right answer for specific true-false questions, matching and multiple-choice.

True-False Tests

1. Read the questions quickly but carefully and make a decision whether it true or false. Mark your answer and don't change it. Research has shown that odds are three to one against you getting the correct answer if you change you first response answer.

2. After reading a question and you are not completely certain if the answer is true or false but you have a hunch; use your hunch and mark your answer. Once it is marked again do not change your answer. Odds are in your favor that you've marked it correctly.

   Some clues that will help you decide if a statement is true or false are absolute words and qualifying words (Pass out list of Absolute and Qualifying words.) Statements that contain absolute words are usually false. While statements that use qualifying words are more often true.

3. If there is a question or questions that you cannot decide if it is true or false and have no hunch or idea about it – skip the question and go on. Then after you have finished the entire test come back to the blank or unanswered questions and guess at an answer. Do not leave any blanks.

## Matching Tests

1. The first thing to do is to read both lists carefully and thoroughly before trying to answer any of them. Also as you read, look for items or names, dates and events. It is not likely an event will match with a date or item, or date with an item or name. Group the two columns by labeling them. Then instead of having all to be matched you can match within the group.

2. On the first go through, match all the alternatives you are sure of.

3. Check off each item or alternative as it is used and unless directions say they can be and more than once.

4. If you still cannot decide how some of the questions match, try to think like your teacher or examiner. Chances are your instructor has tried not to put a matching alternative directly across from the correct match. But that does not mean it is never done.

5. Sometimes an examiner will add extra alternative to the match to make the test more difficulty. However, many times these are added at the end of the list since the instructor doesn't want to take the time to retype the entire test.

6. If after all of these procedures you are still not sure of a match, leave it and go on to the next part of the test. Then as you do the rest of the test you may discover some inter-item clues someplace in the test that will give you the answers to some of the matches.

## Multiple Choice Tests

Your job is to read the first statement then decide which choice best completes the statement. Of course, that is the most difficult part. There are some techniques to make that task easier.

1. One way is to read the first statement then before making the choices decide what the answer is and look for it among the choices. Make certain to read each choice carefully through!

2. Another procedure to help you select the correct answer is to eliminate the choices that are not related to the statement. Therefore, instead of having four or five choices you end up with only two. Even if you have to guess at the correct choice you have a 50-50 chance of getting the answer correct.

3. It is also possible to consider each choice as a True - False statement and then eliminate all of the false statements.

4. Many times in multiple choice questions the most general answer is the best one.

5. Make certain the statement that is correct fits grammatically.

6. If in the choices two of them have nearly the same meaning, it usually means that neither are correct.

7. Many times if two of the choices are opposite in meaning, one of them probably is the correct answer.

8. If the choices are of numerical value, range from old to new, early to late, small to big; and you are not certain what choice is correct, usually you can eliminate the extremes.

9. Sometimes if you cannot decide on a choice, look at the other choices throughout the test. If you notice all the answer choices are within the longest or the shortest, pick the answer choice that fits into the same pattern. However, if there is not a pattern probably the longest answer which encompass the most would be the better choice.

10. Another hint for picking the correct choices, if you are not sure at all on any of the choices, is to pick the letter C. Research has shown in four-item multiple choice questions, C is used slightly more often than any other choices.

11. Many multiple choice tests have multiple answer choices or none of the above or all of the above. Probably the best course is to consider each item as a true - false question and place a small "t" or "f" beside each choice. Then if the choices are all true the answer would be "all of the above." While, if all choices are false, the correct answer would be "none of the above." Also, if there are two choices that are true, then pick the answer that includes those choices.

Activity 2: If time permits, pass out the masters to Lesson 10, and 3 and 4 of "Test-Taking Strategies" and follow the directions.

Closure: Today, we have discussed taking objective tests. Hopefully these exercises and the information presented will be of help to you to improve your test-taking skills.

Summary: There are many hints to help all of you improve your objective test-taking skills. However, probably out of all the hints the most valuable one is to read each question very carefully and think logically about the answers. These two hints have been alluded to in all the suggestions for taking different types of objective tests.

## Absolute Words

accurate
always
never
necessarily
definitely
entire
must
all
impossible
invariably
exclusively
inconclusively

forever
everything
everyone
everybody
only
no
none
without exception
no one
every
correct
must
peerless

constantly
completely
exactly
exclusively
cannot
no matter what
nobody
unquestionable
wholly
altogether
solely
definite

## Qualifying Words

generally
usually
some
somewhat
frequently
infrequently
seldom
common to all
familiar
many times

moderate
may
maybe
most
on the average
rarely
ordinarily
almost

sometimes
occasionally
often
perhaps
probably
possibly
more
majority

## Session 2

Introduction: There are different hints to be used for subjective tests. If you remember from our last session, we discussed objective tests – true - false, matching, and multiple choice. Today, the subjective tests hints we will discuss are those including – (Ask the class to name the three subjective type of tests -- Fill-in-the-blanks or completion, short answers, and essay.)

Activity 1: Now we will learn clues or hints to help you do better for those three subjective tests – fill-in-the-blanks or completion, short answers and essay.

Fill-in-the-blanks, or completions

1. Probably one of the most difficult types of tests to answer is this type. There are very few alternatives if you are not sure of the answer because you must recall the answer rather than pick it from choices. These few hints include:

    a. Read the questions very carefully.

    b. Look for grammatical agreement such as: is the word before the blank a or an. Are the other words referring to the missing item singular or plural.

    c. Once you've decided on an answer read the entire sentence. Maybe the whole thought will come to you and jog your memory.

    d. Probably the most helpful for this type of test are the inter-item clues. Maybe another question will give you an answer for one or more of these.

    e. Don't spend too much time on one question. Go on after a short period of time. (You may find an inter-item clue.)

Short answer essay

1. The test-taking skills for short answer depend a great deal on study techniques and possibly predicting if a particular question will be on the test. For example, if in your notes you have lists; it is very possible that the teacher may ask you to list in a short answer that information. (i.e. List the major parts of the eyes and the function of each.)

    Also, in your notes those items that name, define or identify are good prospects for being included as a short-answer test questions.

2. Pass out the list of words to help identify the tasks required to answer short and long answer essay questions.

3. As with all types of test questions, if you cannot answer a question, go on. It is possible you will discover an inter-item clue which may help you answer and jog your memory.

4. If at the end of the test there are still some questions unanswered, go back to them and try to answer something related to the question or guess. Never leave it blank; you may get partial credit.

## Long answer essay

The general style for answering this type of question after you have read all the questions include:

1. Read and interpret the question carefully. This may sound simple, yet this will help you. It is possible to misinterpret the question through hasty reading.
2. Underline key words. These include terms and concepts about which you are being asked to write and the operational words which tell you how you are to do it. (Look at the list Essay Exam Term words mention and talk about analyze, compare, contrast, etc.)
3. On scrap paper or on the back of the test if you are allowed to do so write down your first ideas that come to you. Quality is not important - quantity is what you are after. This is almost like brainstorming.
4. Organize your ideas – From your ideas pick out the connecting thoughts or central themes which relate to the question. Remember the term words. Does the question tell you to compare or to contrast or to analyze, etc. Jot these ideas down.
5. Outline your ideas; think in terms of an introductory paragraph, body of the essay, summary paragraph and conclusion.
6. Writing the essay. Remember your time limits.
    a. In the first paragraph tell what you are going to say and how you are going to present your argument, comparison, contrast, analysis, etc.
    b. Focus on the major points you are trying to present based on your outline. Each paragraph should be a development of the points of your outline by using lead sentences and the following sentences used to illustrate, develop or amplify the point.
    c. Make use of transitional linking phrases or words. This makes the essay flow more smoothly. (therefore, conversely, in addition, etc.)
    d. Use language of the teacher. For example if your teacher has used terms like "a critical appraisal" or "the validity of the assertion," then use similar terms in your answer.
    e. Summarize your argument using the comments used in the body of your essay answer.
7. After you have completed your answer reread it to check for errors of spelling, punctuation, and grammar.
8. Again attempt to answer all questions. Even if you are not sure of the answer you may get partial credit.

Activity 2: At this time play the tape of Test-Taking Strategies Activity Pack by Fred Pyrczak. (Use Lesson 11 and 12.) (Pass out the question spirit masters that accompany the program.

Closure: Today we discussed the subjective tests and techniques to improve your test-taking abilities.

Summary: Again careful reading is important to do better on tests. However, as with all tests studying is vital to success, but this is even more true in subjective tests. It is in this studying that it may be possible for you to identify the questions that could be asked. Outlining is important to organize your thoughts for subjective essay tests.

If you will remember these hints for both objective and subjective teacher made tests, your grades will improve through your better test-taking abilities.

## Essay Exam Terms

### Short-Answer Terms

| | |
|---|---|
| Name: | List all the important parts or names. |
| Summarize: | State the main parts or points leaving out details and examples. |
| Give an Example: | Use a situation or instance to support a general point. |
| Enumerate: | List items in an outline form; numbering each point. |
| Illustrate: | Use a diagram to explain |
| List: | Itemize statements one-by-one using names or things. |
| State: | Illustrate main points briefly but clearly outlining specific points. |
| Diagram: | Use a picture, drawing or graph to illustrate information |
| Classify: | Present information in a listing form according to main parts or characteristics. |
| Define: | State in clear, concise form; meanings without details. |

### Long-Answer Sequence Terms

| | |
|---|---|
| Outline: | Organize a description to show a relationship among events using main points and sub points. |
| Describe: | State in sequence the required steps |
| Trace: | In a journal form state the process, development, history, etc. |

### Long-Answer Compare or Contrast Terms

| | |
|---|---|
| Relate: | Describe how items or things are connected or correlated to each other. Show similarities |
| Compare: | Show how items are similar to each other. Sometimes show the differences. |
| Contrast: | Emphasize differences between items, characteristics, events, etc. |

### Long-Answer Discussion Terms

| | |
|---|---|
| Prove: | Show that something is true by using facts, evidence, logic, or reason |
| Interpret: | Restate a subject, giving examples to show all you know about it. |
| Defend: | Give one side of an issue or problem using authorities to support your position. |
| Explain: | Make clear the material you present, give reasons to support differences. |

| | |
|---|---|
| Analyze: | Present your side of situation or problem giving both advantages and disadvantages using authorities as your sources. |
| Evaluate: | Study the problem or situation and sum it up stating the limitations or advantages. Bring out the summation of authorities. |
| Justify: | Using authorities to support your opinions, prove or give reasons for your conclusions. |
| Discuss: | Using as many details as possible, analyze a specific situation. Be relevant. |
| Review: | Examine a situation or problem commenting on the important points. |
| Criticize: | State your judgment about the truth of factors, concepts, or views. State your analysis of them. |

## KEY TERMS OF QUANTITY, DURATION, OR DEGREE

| | | |
|---|---|---|
| All, Always | Necessarily | – any exception makes these statements false |
| Only | Necessary | |
| Without exception | Never | |
| | No, None | |
| Rarely | Almost always | – imply a judgment of frequency or probability |
| Seldom, Infrequently(ly) | Usual(ly), Often, Frequent(ly) | |
| Occasional(ly) | Probably | |
| Some, Sometimes | Many | |
| Few | Most | |
| Several | Approximate(ly) | |
| About, Around | | |

## DESCRIPTIVE AND ANALYSIS QUESTIONS

| | |
|---|---|
| Describe, Review | – give account of the attributes of the subject under discussion (inherent characteristics, qualities) |
| Discuss | – tell all you know about the subject that is relevant to the questions under consideration |
| State | – briefly "describe" with minimal elaboration |
| Analyze | – separate the subject into parts and examine the elements of which it is composed |
| Enumerate, List Tabulate | – briefly present the sequence of elements constituting the whole |
| Develop | – from a given starting-point, evolve a logical pattern leading to a valid conclusion |
| Trace | – in narrative form, describe the progress, development, or historical events related to a specific topic from some point of origin to a stated conclusion |
| Outline, Summarize | – give the theme and main points of the subject in concise form |
| Diagram, Sketch | – outline the principal *distinguishing* features of an object or process using a clearly labeled diagram |

## EXPLANATION AND PROOF QUESTIONS

| | |
|---|---|
| Explain, Interpret | – state the subject in simpler, more explicit terms |
| Define, Formulate | – classify the subject: specify its unique qualities and characteristics |
| Prove, Justify, Show that | – demonstrate validity by test, argument, or evidence |
| Demonstrate | – explain or prove by use of significant examples |
| Illustrate | – explain fully by means of diagrams, charts, or concrete examples |

## COMPARISON QUESTIONS

| | |
|---|---|
| Compare | – investigate and state the likeness or similarities of two or more subjects |
| Contrast | – look for noticeable differences |
| Relate | – establish the connection between one or more things |

## PERSONAL JUDGMENT QUESTIONS

| | |
|---|---|
| Criticize, Evaluate | – judge or evaluate the subject for its truth, beauty, worth, or significance; and justify your evaluation. "Criticize" doesn't necessarily mean a hostile attack–it is more a matter of comment on literal or implied meaning. |
| Interpret | – explain and evaluate in terms of your own knowledge |
| Justify | – ordinarily this implies that you justify a statement on the author's terms. When asked to justify your own statements, defend your position in detail and be convincing. |

## PROBLEM/SOLUTION QUESTIONS

| | |
|---|---|
| Find | – using the data provided (some of which may be irrelevant) apply mathematical procedures and the principles of formal logical analysis to find a specific quantity in specific units |
| Solve | |
| Calculate | |
| Determine | |
| Derive | |
| What is . . . ? | |

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Patrick Grassick, Making the Grade, New York: ARCO Publishing Inc. 1983.

3CAED161 3

## Standardized Test Taking

**Grade Level:** 10-12

**Purpose:** To teach students the principles of taking standardized tests and to become familiar with some of the standardized tests they could take.

**Materials:** Preparing for the ACT Assessment booklet.

**Time Limit:** One class period

**Introduction:** Today, more and more successes are determine by testing. One area that this is especially true is college entrance testing. It is really important to know and possibly be aware of the tests and hints for being more successful at taking these standardized tests. Standardized tests are tests that have the same question, the same instructions, the same time limits and the same scoring system are applied to everyone taking it. Also, it grades test takers by measuring each one then against a standard set of skills, responses, or levels of age or achievement. The SAT or Scholastic Aptitude Test has questions in these areas: mathematics, verbal abilities, and writing skills known as Test of Standard Written English – TSWE. The ACT or American College Testing examinations has four subtests: English Usage Test, Mathematics Usage Test, Social Studies Reading Test, and Natural Science Test.

**Activity 1:** Pass out the booklet Preparing for the ACT Assessment

A. Go over the 9 "General Test-Taking Strategies" on pages 1 and 2. These also apply to the SAT.

B. Discuss the "Tips for Taking the ACT Test" pages 3-7.

C. Familiarize the student with "What to Expect on the Test Day" pages 8-9.

    1. "Identification"
    2. "Do's and Don'ts"
    3. Test Preliminaries
    4. Taking the Tests
    5. Special situations
    6. Guessing - No penalty for the ACT, but there is for the SAT - ¼ point.

D. Pass out the Practice ACT test

    1. Go over some of the questions pointing out some of the testing principles learned before regarding True-False, Multiple Choice.
    2. There are similarities in both the ACT and SAT; however, there are some differences

|  | Included with: |  |
|---|---|---|
| Language Skill Usage |  |  |
| Error detection | ACT | SAT |
| Sentence Correction | not included | SAT |
| Vocabulary |  |  |
| Antonyms | not included | SAT |
| Word-Pair Relationships | not included | SAT |
| Sentence Completion | not included | SAT |
| Reading |  |  |
| Comprehension | ACT | SAT |
| Math |  |  |
| General Multiple-Choice | ACT | SAT |
| Quantitative Comparison | not included | SAT |
| Data Interpretation | not included | SAT |

James Devine and Judy Devine, Strategies for Taking Tests New York: Barron's Educational Services, Inc. 1982 p viii

Closure: Knowing these hints could help you to do better on the SAT and ACT; however, there is nothing that will beat being a good student and studying throughout your high school years.

Summary: Remember the testing hints we studied today, but as you put your answers down ask yourself:

Is my answer –

1. Following the direction?
2. Showing good reasoning?
3. The best of all the choices?
4. Recorded in the correct place?

## Sources

Sara Gilbert. How to Take Tests. New York: William Morrow Co, 1983.

Study Power-Taking Tests. The American College Testing Program. 1987.

Patrick Grassick. Making The Grade. New York: ARCO Publishing, Inc. 1983.

Debbie Guice Longman and Rhonda Holt Atkinson. College Learning and Study Skills. New York: West Publishing Company. 1988.

Rona Flippo. Test Wise. Belmont, California: David S. Lake Publishers. 1988.

## PEOPLE SKILLS – INTERPERSONAL RELATIONSHIPS

| | |
|---|---|
| PURPOSE: | to explore the basics of communication: what it is; barriers and blockages encountered or self-created; benefits of using it fully; and how to acquire the ability to effectively perform. |
| SESSION I | FULFILLING BASIC NEEDS |
| PURPOSE: | to increase awareness of communication as a basic human need. |
| SESSION II | BARRIERS TO COMMUNICATION |
| PURPOSE: | to identify common communication barriers (roadblocks) and their effects on relationships. |
| SESSION III | SKILLS FOR BRIDGING THE INTERPERSONAL GAP – LISTENING SKILLS – ATTENDING |
| PURPOSE | to develop knowledge in and skills of effective listening in the area of attending skills |
| SESSION IV | SKILLS FOR BRIDGING THE INTERPERSONAL GAP – LISTENING SKILLS – FOLLOWING |
| PURPOSE: | to develop knowledge in and skills of effective listening in the area of following skills |
| SESSION V | SKILLS FOR BRIDGING THE INTERPERSONAL GAP – LISTENING SKILLS – REFLECTING |
| PURPOSE: | to develop knowledge in and skills of effective listening in the area of reflecting skills |
| SESSION VI | NON-VERBAL COMMUNICATION |
| PURPOSE: | to increase the ability to read body-language and other forms of non-verbal communication to appropriately reflect an understanding of another's feelings or behavior. |
| SESSION VII | ASSERTION SKILLS |
| PURPOSE: | to develop knowledge of and skills in being assertive as a way of effectively confronting others and defending one's personal space. |

## SESSION I FULFILLING BASIC NEEDS

**PURPOSE:** to increase awareness of communication as a basic human need

**MATERIALS:** Handouts (3)
Maslow's Hierachy of Needs (on blackboard or poster paper)
Happiness Needs
Getting Along Quiz

**INTRODUCTION:** Have you ever stood at the top of a tall building or climbed a mountain and looked at a crowd of people below? You probably thought, "Gee, everyone looks alike, like little ants scurrying about." Of course, when you came down, you realized they didn't look alike at all; some were fat, short, tall, black, white, hispanic, male, female, old, young, etc. What you thought at one viewpoint changed, when you took another viewpoint. Just like snowflakes, no two people are alike; each is unique. Being unique, we all have differences in many areas; fingerprints, voices, physical and chemical structures, viewpoints and experiences.

We share some things in common, however. We all: constantly behave, constantly think, and constantly feel. We share common needs, too. The famous psychologist, Abraham Maslow, constructed a five tiered pyramid that represents five human needs we all have:

(draw on poster or blackboard) or give as handout

Most students have Levels I and II taken care of by parents. Levels III and IV contain four basic needs we all must have in order to be happy. DISTRIBUTE HANDOUT
Read out loud to class part A only. Then move to activity described below.

**ACTIVITY:** Think for a moment, of someone you really have difficulty getting along with. Think of all the reasons why you can't get along with this person. (Go around room, and let each person contribute their main reason for not getting along... write responses on board.)

**CONTINUE:** Now, look at part B of your handout. From point of view of your disagreeable person, do you think perhaps their negative behavior is due to the fact that their basic needs are not being met? (Pause for any responses)

How do we get these four basic needs met?

Allow for responses. Yes, by our interpersonal relationships; through our communication with others.

Unfortunately, we as human beings don't communicate very well, in spite of the fact that we now have the mechanical and technological communication systems capable of unbelievable feats, such as putting a man on the moon. We can know what's happening in any part of the world almost instantaneously. When it comes to face-to-face communication, however, we are often grossly inadequate. Our world is in the midst of communication breakdown.

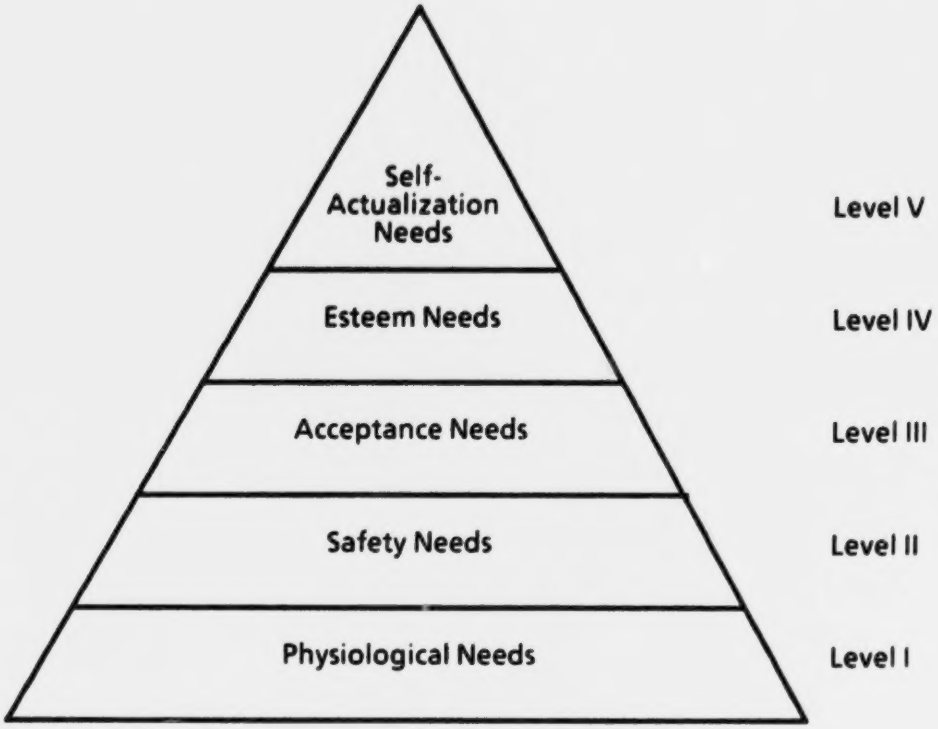
For example, 80% of people who fail at work do so for one reason; they do not get along with others. One out of two marriages ends in divorce. The numbers of underage youth running away from home or being kicked out is on the rise. Our mental institutions are filled with people who are lonely and suffering from lack of interpersonal communication. Deficient communication can affect a person's physical health.

People NEED people. We mature through quality dialogue with others. Lack of, or poor quality communication diminishes selfhood emotionally and physically.

CLOSURE: Our sessions for this unit will focus on learning new skills and techniques to improve the quality of our communication with others. When put into practice, they can lead to more understanding and respect, to warm, open and genuine relationships with others.

TO TRY: How well do you communicate? Take this quiz and rate yourself. (Getting Along with People)

# MASLOW'S HIERARCHY OF NEEDS


Self-Actualization Needs
Level V
Esteem Needs
Level IV
Acceptance Needs
Level III
Safety Needs
Level II
Physiological Needs
Level I

The Level I needs, such as thirst, hunger, and warmth, are the most important (or "prepotent"), for they must be predominately satisfied before a person will be motivated to try to satisfy the needs at the next level. The Level II needs (security and safety) must be predominantly satisfied before a person will be motivated to seek satisfaction for the higher-level needs, and on up the pyramid.

# HAPPINESS NEEDS

A. THERE ARE 4 BASIC THINGS THAT WE ALL NEED IN ORDER TO FEEL HAPPY. WE NEED TO FEEL:

1. **LIKED/LOVED**
2. **RESPECTED**
3. **IN CONTROL OF PART OF OUR LIVES**
4. **GOOD AT SOMETHING (SCHOOL, SPORTS, FRIENDSHIP)**

B. SOMETIMES SOMEONE ELSE WILL DO SOMETHING THAT BOTHERS US. WE WILL THEN GET ANGRY AT THAT PERSON. THE REASON WE GET ANGRY IS THAT WE ARE WORRIED THAT THE OTHER PERSON REALLY DOESN'T:

1. **LIKE US**
2. **RESPECT US**
3. **WANT US TO HAVE ANY CONTROL IN OUR LIVES, or**
4. **THINK WE'RE GOOD AT SOMETHING.**

IN OTHER WORDS, WHEN WE'RE ANGRY, THAT USUALLY MEANS THAT WE'RE SCARED. WE JUST DON'T WANT PEOPLE TO KNOW THAT WE'RE SCARED, SO WE ACT ANGRY.

---

CHECK WHICH FEAR YOU MOST OFTEN HAVE.

Source: Tim Russell, Ph.D.
Winter Park, Florida

Source: O.C.P.S.
District Articulation PLAN
Sr. High

## GETTING ALONG WITH PEOPLE

**Directions:** Read each statement below. Mark the column which best describes your feelings. Be honest.

| | | Usually | Sometimes | Never |
|---|---|---|---|---|
| 1. | I find it easy to talk with people my own age. | ____ | ____ | ____ |
| 2. | I keep the same friends for several years. | ____ | ____ | ____ |
| 3. | I try to make new friends, too. | ____ | ____ | ____ |
| 4. | I try to understand why people act as they do. | ____ | ____ | ____ |
| 5. | I feel comfortable talking with people of the opposite sex. | ____ | ____ | ____ |
| 6. | I repeat only the good things I hear about others. | ____ | ____ | ____ |
| 7. | I try to say things just as they are rather than make big stories to gain attention. | ____ | ____ | ____ |
| 8. | I look beyond appearance to see what a person is really like. | ____ | ____ | ____ |
| 9. | I show an interest in what other people are saying. | ____ | ____ | ____ |
| 10. | I let other people do as much talking as I do. | ____ | ____ | ____ |
| 11. | I keep my promises. | ____ | ____ | ____ |
| 12. | I stay to finish a job even when others leave early. | ____ | ____ | ____ |
| 13. | I work as quickly as I can without bothering other workers unnecessarily. | ____ | ____ | ____ |
| 14. | When others give me directions, I listen carefully and ask only the questions I need to ask. | ____ | ____ | ____ |
| 15. | I am cheerful even when things have not gone well for me. | ____ | ____ | ____ |
| 16. | When there is a misunderstanding, I try to get it straightened out before anyone gets angry. | ____ | ____ | ____ |
| 17. | I try hard to please everyone around me. | ____ | ____ | ____ |
| 18. | I try to be honest in all things. | ____ | ____ | ____ |
| 19. | When others treat me badly, I try to overlook their actions. | ____ | ____ | ____ |
| 20. | I try to avoid arguments. | ____ | ____ | ____ |

21. Three statements listed above that I need to improve are:
(1) ________________________________________
(2) ________________________________________
(3) ________________________________________

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## SESSION II BARRIERS TO COMMUNICATION

**PURPOSE:** to identify common communication roadblocks and their potential effects on relationships

**MATERIALS:**
Handout: Roadblocks to Communication
Roadblock Scripts
Blackboard or Poster Paper

**INTRODUCTION:** Most of us have a strong desire to have others understand us. We, in turn, want to be understanding, and communicate well with our peers, teachers, parents and others. Understanding and communication become significantly important to us when there is a need or problem to be solved. Without realizing it, however, just at the time we commonly set up ROADBLOCKS – barriers to communication – in our conversations. These barriers are used over 90% of the time when someone is under stress. Communication barriers are HIGH RISK RESPONSES, which usually have a NEGATIVE effect. In today's activity, we're going to look at some typical communication roadblocks we encounter or use almost every day.

**ACTIVITY:** Randomly give 11 students the high risk scripts. Have them read out loud to group. Have the group try to identify the roadblocks and record on the board or paper. (Note: do not expect students to use the same terminology as handout since they have not been introduced to it yet.)

After activity, distribute handout, ROADBLOCKS TO COMMUNICATION. Go over handout, noting how barriers are categorized into 3 major sections. Ask students to respond to such things as: which they dislike most; which ones they use most; those often used by parents, teachers, peers.

**CONTINUE** At first glance, some of these barriers seem quite innocent. Praise, reassurance, logical responses, questions, advice, are often thought of as positive factors. However, these kinds of responses can be HIGH RISK. Why? (elicit responses). Right. Using them does several things: 1) takes away the "locus of responsibility" – ownership of the problem or need, and 2) they act as vehicles for communicating unacceptance. They make us feel bad, inadequate, or unloved. Therefore, they are more likely to BLOCK conversation; hinder a person's problem-solving efficiency and increase emotional distance between people.

**CLOSURE:** We all use roadblocks. Occasional use rarely does much harm to a relationship. It's when we use them FREQUENTLY or in STRESSFUL SITUATIONS that the probability increases we will do considerable harm in our relationships.

**TO TRY:** Make a note of the roadblocks you put up or run into today. Notice what impacts they have on the sender and receiver.

## ROADBLOCKS TO COMMUNICATION – HIGH RISK RESPONSES

## THE DIRTY DOZEN

1. CRITICIZING, NAME-CALLING, DIAGNOSING, PRAISING EVALUATIVELY

   *You are being silly . . .
   *You didn't do it right . . .
   *What a dumb thing to say . . .

2. PRAISING, AGREEING, EVALUATING POSITIVELY, BUTTERING UP

   *Your have so much potential
   *You usually have very good judgment
   *You always do the right thing
   *You can be anything you want to be

3. DIAGNOSING, ANALYZING, INTERPRETING

   *You're doing this because you're angry . . .
   *You have a problem with authority . . .
   *The trouble with you is . .

4. NAME-CALLING, RIDICULING, SHAMING

   *You really blew it this time . . .
   *What a stupid thing to say . . .
   *You said THAT? What a dip! . . .

5. ORDERING, DIRECTING, COMMANDING

   *Shut up . . .
   *Go apologize immediately . . .
   *I expect you to do this . . .

6. WARNING, THREATENING, ADMONISHING

   *If you don't do this, then . . .
   *I'm warning you . . .
   *You had better do this, or else . . .

7. MORALIZING, PREACHING, IMPLORING

   *You should (ought) to . . .
   *I strongly suggest you . . .
   *It is your responsibility to . . .

8. PROBING, QUESTIONING, INTERROGATING

   *Why did you do that? . . .
   *Are you sorry you did? . . .
   *Have you talked with anybody? . . .

9. ADVISING, GIVING SUGGESTIONS OR SOLUTIONS

*What I would suggest is . . .
*Here's what you should do . . .
*Probably the best thing you could do is . . .
*Take a different approach . . .
*If I were you, I would . . .

10. DISTRACTING, DIVERTING, KIDDING

*You think you've got problems . . . . listen to this . . . .
*Forget about him/her. There are a lot of other fish in the sea.
*Try not to think about it right now . . .
*That reminds me of a time when . . .

11. LOGICAL ARGUMENT

*Do you realize that . . .
*Statistics prove that . . .
*Since the beginning of mankind, people have always . . .
*Experience proves that . . .

12. REASSURING, SYMPATHIZING, CONSOLING, SUPPORTING

*It's not as bad as it seems . . .
*We all make mistakes . . .
*Don't worry. Be happy . . .
*Time has a way of healing things . . .

3 MAJOR CATEGORIES

JUDGING – Roadblocks I-4
SENDING SOLUTIONS – Roadblocks 5-9
AVOIDING THE OTHER'S CONCERNS – Roadblocks 10-12

According to psychologist Carl Rogers, the **major barrier** to interpersonal communication lies in our **very natural tendency to judge** – to approve or disapprove of the statements of the other person. JUDGING OTHERS is the MAJOR ROADBLOCK in communication.

# ROADBLOCK SCRIPTS

Directions to instructor: write the script on one side, the Roadblock on the other side. Students will be trying to guess what roadblock is being used.

#1. Reader: You're just like all the other airhead females I know. (Roadblock: name-calling stereotyping Category: JUDGING)

#2. Reader: I can read you like a book – you're doing that to make me jealous. (Roadblock: diagnosing Category: JUDGING)

#3. Reader: You are always such a good girl. I know you won't mind helping me with the dishes. (Roadblock: praising evaluatively Category: JUDGING)

#4. Reader: Empty the trash right now. Why? Because I told you to! (Roadblock: ordering Category: SENDING SOLUTIONS)

#5. Reader: Grow up, for heaven's sake! (Roadblock: criticizing Category JUDGING)

#6. Reader: You really shouldn't eat all that junk food. It's not good for you. (Roadblock: moralizing Category SENDING SOLUTIONS)

#7. Reader: Are you sorry you did that? Are you going to do it again? Will you promise? Can I count on you to keep your promise? (Roadblock: excessive/inappropriate questioning Category: SENDING SOLUTIONS)

#8. Reader: Oh, don't take it so hard. You think YOU'VE got problems, listen to this . . (Roadblock: diverting Category: AVOIDING OTHER'S CONCERNS)

#10. Reader: Consider the facts; if you get an apartment of your own, you'll have to have a lot of money for utilities, rent, food, furniture and clothes. If you stay home, it won't cost you anything. (Roadblock: logical argument Category: AVOIDING THE OTHER'S CONCERNS)

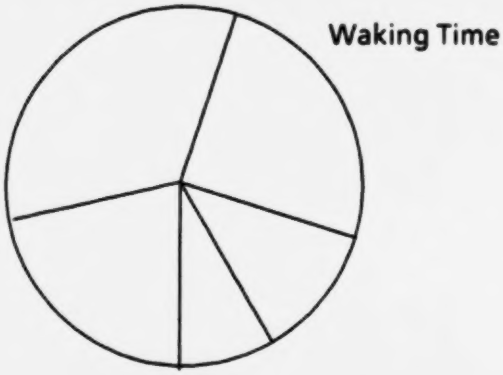
#11. Reader: Don't worry. Everything will turn out all right. (Roadblock: reassuring Category: AVOIDING THE OTHER'S CONCERNS)

## SESSION III SKILLS FOR BRIDGING INTERPERSONAL GAPS
## THE LISTENING SKILLS OF ATTENDING

**PURPOSE:** To develop knowledge in and skills of effective listening in the area of attending skills.

**MATERIALS:** Listening Quiz for each student, Blackboard/Poster Paper
Handout: Attending Skills

**INTRODUCTION:** A study of people in various occupations shows that 70% of their waking time is spent in communication. Here's how we spend our time: (illustrate on board, poster, transparency, etc)



Listening - 45%
Talking - 30%
Writing - 9%
Reading - 16%

Notice that communication has two major components or parts; expression (talking) and listening, or the give and the take. How well we listen greatly affects our:
1. quality of friendships
2. family relationships
3. effectiveness in school or work

How well do YOU listen? Here's a listening assessment to find out.

**ACTIVITY:** HANDOUT – LISTENING Quiz

After activity, ask students for responses.

**CONTINUE:** Although we like to think differently, few of us are really good listeners. Researches claim that 75% of oral communication is ignored, misunderstood or quickly forgotten. Rarer, still, is the ability to listen for the deepest meanings in what people say. Listening is a combination of HEARING and INVOLVEMENT. You may say, "My friends LISTEN to what I say; my parents HEAR me talk." Get the difference?

If listening is the major portion of communication, and the majority of us do not listen well, what can be done to improve our listening abilities? The handout I am going to give you now includes three clusters of skills that relate to improving your listening skills. Today we'll look at ATTENDING SKILLS. DISTRIBUTE HANDOUT – Attending

Skills. Read out loud to class the specific skills of attending. Continue with the following activity:

ACTIVITY: Divide students into pairs. Instruct them to place their hands palms up on their knees; sitting facing each other, close enough that knees almost touch. Ask on of the pair to look at the other without talking, laughing, or looking away. Have students continue in this pose for at least 3 minutes.

CLOSURE: Attending in communication is giving your whole person physically to the other. It has tremendous impact. It shows you are interested in what he/she has to say. Nothing can make you feel better when you are trying to say something than knowing you have the full attention of the listener.

Attending is often one of the most effective behaviors we can offer when listening to someone.

TO TRY: Make a conscious effort to attend to someone important to you today. Watch for any positive behavior responses.

## LISTENING

One of the most important parts of communication is listening. Poor listening habits are usually the cause of communication problems. Rate your listening habits on the scale below by circling one of the numbers (1-5) after each item.

| | | USUALLY | OFTEN | SOME-TIMES | NOT USUALLY | HARDLY EVER |
|---|---|---|---|---|---|---|
| 1. | After only a short period of listening, I start thinking about what I'm going to say next. | 1 | 2 | 3 | 4 | 5 |
| 2. | If I don't like the person, I don't really listen to what she/he is saying. | 1 | 2 | 3 | 4 | 5 |
| 3. | I interrupt others before they are finished talking. | 1 | 2 | 3 | 4 | 5 |
| 4. | I fake attention. | 1 | 2 | 3 | 4 | 5 |
| 5. | I talk mostly about myself. | 1 | 2 | 3 | 4 | 5 |
| 6. | I ask questions. | 5 | 4 | 3 | 2 | 1 |
| 7. | I give other people a chance to talk. | 5 | 4 | 3 | 2 | 1 |
| 8. | I try to see things from the other person's point of view. | 5 | 4 | 3 | 2 | 1 |
| 9. | I maintain good eye contact when listening. | 5 | 4 | 3 | 2 | 1 |
| 10. | I get so busy taking notes, that I miss some of what is said. | 1 | 2 | 3 | 4 | 5 |
| 11. | I get distracted easily. | 1 | 2 | 3 | 4 | 5 |
| 12. | I let my mind wander or I daydream when someone is talking. | 1 | 2 | 3 | 4 | 5 |

ADD THE CIRCLED NUMBERS TO GET YOUR SCORE: ______

**45-60** You are a good listener, and probably make few mistakes at work. More than likely, people enjoy talking to you and being with you.

**31-44** You need to improve your listening skills This will also improve your job performance.

**12-30** You are a poor listener. You have probably lost some friends or made mistakes at work because of your poor listening habits.

# ATTENDING SKILLS

## SPECIFIC SKILLS

*A posture of Involvement
*Appropriate Body Motion
*Eye contact
*Non-distracting Environment

POSTURE OF INVOLVEMENT includes:

*Leaning forward slightly toward speaker
*Facing speaker squarely, right shoulder to other's left, eye-level with speaker
*Open position with arms and legs uncrossed
*Maintaining suitable distance from the other
(Normal in our society is around 3')

APPROPRIATE BODY MOTION includes:

*Movement in response to speaker
*Appropriate gesturing, nodding, facial expressions
*Avoidance of distracting motions and gestures such as drumming nails, jingling pocket change, other nervous mannerisms.

GOOD EYE CONTACT includes:

*Focusing softly on speaker's eyes with occasional shifts to other parts of the body and then back to face for eye contact.
*Keeping a focus on the speaker rather than continually glancing elsewhere

NON-DISTRACTING ENVIRONMENT includes:

*Keeping distractions to the minimum (turning off radio, tv, telephone, closing door, putting out "do not disturb" sign.)
*Removal of sizeable physical structures such as a big desk, coming from around desk to sit closer when impossible to move barrier.

Note: There is another point to consider in Attending - PSYCHOLOGICAL PRESENCE. When fake listening - pretending to listen occurs, the speaker can usually detect the glazed eyes and other signals that show the listener isn't with him. Without PSYCHOLOGICAL PRESENCE not attending technique works.

## SESSION IV SKILLS FOR BRIDGING THE INTERPERSONAL GAP-LISTENING SKILLS OF FOLLOWING

**PURPOSE:** to develop knowledge in and skills of effective listening in the areas of following

**MATERIALS:** Handouts:
1) Betty's Blind Date (one for each student) see "Supplemental Section"
2) Following Skills (one for each student) for suggested conversation
3) Listening Observation Scorecard topics for Activity

**INTRODUCTION:** Begin today's session by handing out "Betty's Blind Date" story. Have students read silently. Ask for responses to Doris' role: Is Doris a good listener? Did she make any mistakes? What kind? Answers should include: interrupting, diverting, changing the subject to herself, does most of the talking.

Doris' role in the scenario should have been one of a LISTENER. The primary task of a listener is to STAY OUT OF THE WAY of the speaker, so the listener can discover how the speaker views his/her situation.

The average listener interrupts and diverts the speaker by asking too many questions or making too many statements. Being able to get out of the way is called FOLLOWING SKILLS. Here are the four following skills which encourage the speaker to continue.

DISTRIBUTE HANDOUT
Go over points with class.

**ACTIVITY:** Divide class into triads. Have one be a listener, one speaker, one referee. Talk for a specified time (1-2 min) on (See Supplemental pg. 35). After time is over, reverse roles until all three have had a chance to assume each role. At conclusion of activity ask each to give the other feedback on how well his/her following skills were used, using listening observation sheet.

**CLOSURE:** Remember, being out of the speaker's way doesn't mean non-participation on your part. Your role is to use these following skills in order to encourage him or her to continue. This will allow the speaker to know you are really with him/her psychologically as well as physically.

**TO TRY:** The next time you are in a situation that involves silence, try to relax and make yourself comfortable. Make your silence an encouragement for someone to continue to talk.

# BETTY'S BLIND DATE

Betty reluctantly accepted a blind date with Tom. Much to her surprise, he was charming, attentive, and nice looking. She is calling her best friend, Doris, to report on the date's success:

Betty: "Hi, Doris. Guess how last night went"

Doris: "I know, it was a real drag."

Betty: "No, I . . ."

Doris: "Oh, come on, Betty, admit it. The guy was a geek."

Betty: "Really, we had fun. We went to that movie I've been dying to see . . . . "

Doris: "I wish you had asked me first. The movie was awful. It was so dumb."

Betty: "Tom was really sweet . . . . "

Doris: "I'll bet he tried something, didn't he? Guys are always alike -- they want to see how far you'll go on the first date."

Betty: "It wasn't anything like that, I – "

Doris: "Sure, sure. You wouldn't admit if he did, Miss Goody-Two-Shoes. Is he rich? What kind of car does he drive? Do you think he'll ask you out again? You say he's cute? Hmmmm. I might be interested in him, myself."

Betty: "Any more questions, Doris?"

Doris: "No, I guess that's about it."

Betty: "Good! And for your information, Miss Know-It-All, I have another date with Tom Sunday night. GOOD BYE! !" (slams down phone)

# FOLLOWING SKILLS

Using Following Skills encourages a person to talk or continue speaking, and lets him/her know you are an empathetic listener.

## I. DOOR OPENERS

Non-judgmental, noncoercive invitations to talk. Typically have four elements; all parts are not necessarily present in every door opener.

1. **Description of speaker's body language.**
   "You look like you could use a shoulder to lean on."
   "Your face is glowing."

2. **Invitation to talk or continue.**
   "Please go on." "How exciting." "Want to add some more to that?"

3. **Silence**
   Refraining from talking on your part to allow the speaker time to decide whether to continue and what to add.

4. **Attending**
   Eye contact and posture of involvement demonstrating your involvement, interest and concern.

## II. MINIMAL ENCOURAGES

Simple responses which encourage speaker to continue. "Oh?" "Really!" "Tell me more." "Go on." "I see" "Mm-hmm" (probably the most frequently used)

## III. INFREQUENT QUESTIONS

Don't ask questions!

If you do, NEVER ask "Why" (puts speaker on the defensive) or "CLOSED" questions. "CLOSED" questions have very short responses and do not allow the speaker to expand.

Closed question: "Do you want to see me?"
Open question: "How can I help you, Charles?"

## IV. ATTENTIVE SILENCE

Involvement in listening by using body language and eye contact.

Watch for clues in speaker's body language to determine what he/she is feeling.
Being quiet allows you to concentrate on what the other is communicating, not on what you're going to say next.

## DOOR CLOSERS

Door closers have the opposite effect on the speaker. They are judgmental roadlocks. Door closers include:

### JUDGMENTAL STATEMENTS

"What did you do this time!"
"Boy, you're in a lousy mood."

### REASSURERS

"Cheer up." "You'll laugh about this next week."
"Things have a way of getting better."

### ADVICE

"Quit moping. It won't help."
"Don't let it ruin the rest of your day."

# LISTENING OBSERVATION

| | Yes | No |
|---|---|---|
| **Communication Helpers:** | | |
| Silence | | |
| Paraphrasing | | |
| Attentive body posture | | |
| Pleasant tone of voice | | |
| Good eye contact | | |
| | | |
| **Communication Stoppers:** | | |
| Interrupting | | |
| Advising | | |
| Probing | | |
| Confronting | | |
| Judging | | |
| Interpreting | | |
| Dominating | | |
| Putting down | | |

**Comments:**

## SESSION V — SKILLS FOR BRIDGING THE INTERPERSONAL GAP-LISTENING SKILLS OF REFLECTION

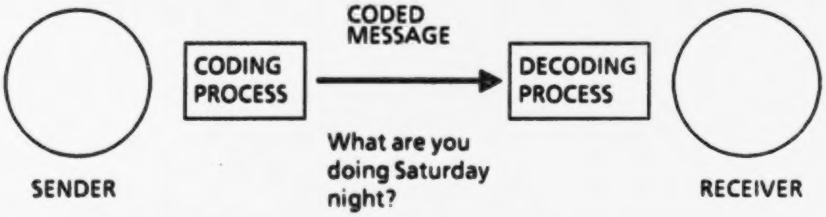
**PURPOSE:** to develop knowledge in and skills of effective listening – REFLECTING LISTENING

**MATERIALS:** Handout: Reflective Listening Skills
Blackboard or poster paper

**INTRODUCTION:** We can get so used to all the communication around us that we tend to forget it's there. Often, it isn't until we are somewhere where there isn't another person, or no radio, TV or newspaper, or we've had a terrible misunderstanding with another person that we begin to realize just how important communication really is.

Let's start today's session with a simple explanation of what communication is. Would anyone like to define communication for us? Allow for responses.

Think of yourself as a system of thoughts, feelings, behaviors and so on. Communication is an effort to relate these to another person's system. VERBAL COMMUNICATION depends on encoding (sending the message) and decoding (interpreting what was said)



DRAW DIAGRAM ON BOARD OR PREPARE AS A HANDOUT

The receiver recreates the sender's message his/her mind and usually makes some type of response. Sounds simple enough, doesn't it? Breakdown in communication arises when the receiver misunderstand the sender's message or the sender assumes he/she knows that is meant by was said.

An effective way to be sure you understand what is being said if you are a listener, is to practice REFLECTIVE LISTENING SKILLS.

Here's what I mean. Would someone please tell us in your own words what I have said so far about how communication works. (Wait for a response.) REFLECTING is letting the other person know you understand what is being said.

Distribute Handout - Reflecting Skills

ACTIVITY: Let's practice. Divide class into pairs.

One will be speaker, one listener. Topic: When time is called by you (1 minute is sufficient), have listener reflect (paraphrase) what he/she heard being said. Reverse the task to allow both a turn at reflecting.

CLOSURE: People seek and need understanding, warmth and concern when they are communicating, especially when under stress. The listener is more able to meet those needs when using reflective listening.

## REFLECTIVE LISTENING SKILLS

REFLECTIVE LISTENING involves being able to restate what feeling or statement the speaker has made in such a way that he/she knows you have an understanding and acceptance of what has been said.

RESTATING can be done in several ways:

I. **PARAPHRASING** – a rephrasing of the essence of the speaker's message content IN YOUR OWN WORDS

He says, "I don't know if I should keep my job. My parents are on my back about working late; my teachers are saying I'm not getting the grades I should. But I really like having that money every week. It lets me feel independent. I can buy the things I want without asking my folks for it.

To paraphrase, you say, "You like having your own money, and enjoy the independence it gives you, but it's creating school and family problems for you."

He says, "Yeah, . . . . . . . .

Note: When your paraphrase is on target, the speaker will almost always say something like, "right," "exactly," usually correct you: "No, that's not what I mean," "not exactly," "not really."

II. **A FOCUS ON FEELINGS**

Salley: "Gosh, I hope somebody asks me to the prom."
You: "It can be a real nailbiter." (reflecting her anxiety without being judgmental)
Salley: (Laughing) "I jump every time the phone rings."

Note: to reflect feelings, concentrate on:

1. Feeling words – "I'm so mad I could spit." (anger)
2. General content of message
3. Observe speaker's body language for clues
4. Ask yourself, "If that were me, what would I be feeling?"

III. **SUMMARIZE**

"Let's go over what we've talked about so far."
"One thing I keep hearing is . . ."
"We've established these concerns . . . ."

## THE POWER OF POSITIVE SILENCE

Maintaining an interested silence is an easy way to encourage another person to say more. If your speaker has more on his/her mind, the silence provides an opportunity to collect thoughts and go on. One of the most common roadblocks to full understanding is NOT WAITING . . . breaking in to advise or give your own opinions.

Silence builds pressure to say something. Allow the speaker to break the silence by giving yourself something to do:

wipe something imaginary out of your eye
examine your pencil
in your mind, count slowly from 1-10

Be sure to look attentive, however, while you putter and maintain your silence.

. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

One way to encourage your speaker to continue is by repeating the last few words . . . the last few words.

Don't overdo this tactic, however. You may begin to notice an echo if you do . . . if you do.

. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

### ASK FOR MORE

When you want a person to continue, tell him so.

"Please go on," "Tell me more." "Could you repeat that?" "How do you mean?"

. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

### ASKING QUESTIONS

Use general, non-directive questions that leave you plenty of room to find out more about what the speaker is saying:

"How do you feel about that?"
"What do you have in mind?"
"What happened then?"
"What is reaction?"

NEVER use "why" questions. Why? They are judgmental and put the speaker on the defensive.

"Why are you doing that?"
"Why are you always so cranky?"

## SESSION VI NON-VERBAL COMMUNICATION

**PURPOSE:** to increase the ability to read body language and other forms of non-verbal communication to appropriately reflect an understanding of another's feelings or behavior.

**MATERIALS:**
what is Non-Verbal communication? (one copy only for facilitator)
Handout: Non-Verbal Communication (one for each student)
wallet/purse (see Activity)

**INTRODUCTION:** Begin today's session with the following activity:

**ACTIVITY:** Explain to class that you have the wallet and/or purse of someone's in the room. You are going to pull out the contents, one by one, to show to the class. Class is to observe, decide what kind of person is reflected in the contents. After activity, class may then try to guess who the owners are.

**Note:** You may want to set this up a day ahead of time with owners to avoid any embarrassment. You may want to have them "plant" some additional items they might not normally carry, but are theirs, in order to get the point of the activity across.

**CONTINUE:**
We cannot NOT communicate!
Read to class "What is Non-Verbal Communication"
All these and much more tell others who you are. Did we leave any out? (Allow for responses).

In our sessions, we've focused much of our time on words. Words communicate factual information: "It's hot outside today." Words used in combination with body language describe emotions: "I love you so much." (she says with a big hug) Observing the body language is a very effective way to understand a person's feelings and how they are coping with their emotions:

> Event: Graduation Speaker: Parent Body Language: smile, tear trickling down cheeks)

What do you think the person is feeling? (possible answers: love, joy, pride)

Distribute HANDOUT. Say, "here are some behaviors of body language." Go over with class.

OPTIONAL ACTIVITY – You demonstrate a body language poses (ex. arms crossed) and let class guess what message you are conveying.

**CLOSURE:** The expression, "Actions speak louder than words" takes on new meanings when you begin to see behaviors as a means of communication.

**TO TRY:** For the remainder of today, see how many DIFFERENT forms of non-verbal body language you can spot at school.

# NON-VERBAL COMMUNICATION – BODY LANGUAGE

Kinesics (body language) is based on the behavioral patterns of non-verbal communication. These patterns include reflexive and non-reflexive movements of the body used to express emotions.

Within the framework of body languages origin, there is a varied opinion of the following three theories:

1. an entirely learned behavior
2. natural, innate quality of man
3. combination of instinct, learning and imitation

Man has a basic need for privacy and a certain amount of personal territory. This is the study of proxemics. Dr. Edward T. Hall has distinguished 4 distinct body zones that most communication is based upon. They are:

1. intimate distance – approximately 6-18 inches, close enough for actual contact. ex. close friends, lovers.
2. personal distance – there is a close personal zone as well as far personal zone - approximately 1½ to 2½ feet, still close enough to clasp hands if necessary. ex. parties, friends
3. social distance – close social - approximately 4-7 feet, used mainly to transact impersonal business; far social - approximately 7-12 feet, used in formal situations of both business and social interactions; most office arrangements tend to use this distance.
4. public distance – close public - approximately 12-25 feet, usually for informal gatherings, ex. teacher to classroom; far public - 25 + feet, ex. large public lectures, politicians.

When a man's personal territory is invaded or when a person is "too close for comfort," some signs of tension might be; leg swinging or tapping, rocking in chair, stepping backwards, closing the eyes, body in very tense or stiff position, or the withdrawal of the chin to chest (pull chin in). It has also been noted that violent persons have a personal buffer zone which is twice as large as that of a non-violent person.

The status of a person can sometimes be determined by observing his body position or closeness to others. For example in a situation regarding a visitor and a man behind a desk:

1. the closer a visitor goes to the desk the more status he has and/or feels.
2. the sooner the man behind the desk recognizes the visitor, the higher the status of the visitor.
3. the longer the man takes to recognize the visitor the higher the man's status.
4. if the visitor comes to stand over the man, the higher the status or the more domineering the visitor

When observing non-verbal communication evaluate the whole of the person not just one gesture. Make it a habit to be aware of the following:

1. body position
2. amount of and/or lack of eye contact
3. sudden changes in body position
4. tone of voice and its changes

5. which words stressed in interaction
6. changes in breathing, facial color
7. rate of verbalization (fast or slow)

The following are possible keys to various behaviors:

1. Openess and/or acceptance

   a. palms showing when talking
   b. hands open with a shrug of the shoulders
   c. in a meeting when people remove their suit jackets
   d. touching gestures
   e. moving closer to another person
   f. hand to chest

2. Defensiveness

   a. arms crossed against chest
   b. clenched fist
   c. crossed legs
   d. leg over the arm of a chair - non-cooperative

3. Evaluative (pensiveness and/or thoughtfulness)

   a. hand to cheek
   b. leaning forward in chair and hand(s) to head (also interest and attentiveness)
   c. chin in palm, index finger along cheek
   d. hands clasped and tilted forward = interest; tilted backwards = negative
   e. chin stroking
   f. looking over top of glasses (close evaluation, look down upon, negativism)
   g. taking glasses to mouth
   h. earpiece of glasses to mouth
   i. pinching bridge of nose (difficulty thought)
   j. pinching bridge of nose, along with closing the eyes "It' hard for me to see the answer."
   k. pencil to mouth

4. Suspension and/or Secretiveness

   a. hand over mouth (cover his feelings)
   b. sideways glance
   c. feet and/or entire body points to exit
   d. rubbing the side of nose - sometimes means the opposite of what you are saying
   e. scratch side of face, "Well I don't know"
   f. also those gestures of defensiveness

5. Readiness and/or dedication to a goal

   a. hands on hips
   b. hitching of trousers
   c. leaning forward in chair and/or with hand on mid-thigh

d. sitting on the edge of a chair
e. arms spread while gripping the edge of the table
f. moving in and speaking confidently

6. Reassurance, in need of

   a. slowly put hand on throat (mainly for females)
   b. pencil to mouth
   c. pinching fleshly part of hand

7. Cooperation

   a. sitting on edge of chair
   b. hand to face
   c. unbuttoning coat
   d. tilted head

8. Frustration

   a. fingers through hair
   b. kick of the foot
   c. short breathes
   d. tightly clenched hands
   e. wringing of the hands
   f. rubbing the back of the neck

9. Confidence

   a. more frequent eye contact
   b. steepling of clasped hands
   c. hands placed on the back of the neck, and/or with chin up
   d. feet on desk or elevated
   e. hands behind back with chin up
   f. hands in pockets with thumb sticking out

10. Nervousness and/or Anxiousness about self or others

   a. clearing throat
   b. "whew" sound
   c. whistling
   d. hands cover mouth (also, astonishment, self doubt or lying)
   e. fidgeting in chair (also, tired, bored, preoccupation, body needs a break, or chairs not well padded)

11. Self Control or holding back

   a. arms behind back with hands clenched
   b. locked ankles
   c. clenched hands in lap or on chair arms, not: an angry man who is unable to express his feelings directly may do the following:

      1. scratch his head in frustration
      2. rubs back of neck in frustration
      3. clenching and unclenching hands

12. Boredom, impatience or anxiousness

    a. drumming on table, tapping with foot, foot jiggler
    b. ball point pen clicker
    c. head in hand
    d. doodling - because it prevents eye contact, which usually prevents good communication. The exception is for "abstract thinkers," these people doodle in a related manner to the conversation.
    e. blank stare, (also 1) trance 2) sleep with eyes open 3) extreme hostility 4) deep state of indifference to what is happening)

Note: Some psychiatrists believe when people are impatient or anxious they try to duplicate a prior life experience when they felt safe and secure such as in the womb. At that time the consistent sound of mothers heartbeat was comforting. They say we create the same type of beat to give us a feeling of security.

13. Courtship and/or interest in another person

    a. preening gestures
    b. balancing shoe on one foot
    c. sitting with one leg tucked under your body
    d. long continued eye contact
    e. slow stroking motions
    f. showing wrist and/or palms

This information gathered from:

1. Body Language by Julius Fast
2. How To Read A Person Like A Book by Gerard I Nierenberg and Henry H. Calero

# WHAT IS NONVERBAL COMMUNICATION?

Laughing eyes, questioning eyes,
Puzzled brow
Downturned lips, smiling lips,
Lip licking, Lip biting, teeth nashing
Rapid movements, plodding walk
Arms crossed, pointing fingers, legs jiggling,
toes twitching
Slouching, cowering, standing tall
Personal care: teeth, nails, skin, hair
Clothing: loose, punk, tight, bright, covering,
uncovering, fad, old fashioned
Your hand writing
Your closet
The books you read
The movies you watch
The way you enter a room, whistle, doodle, sneeze.
Your handshake: wet fish, bone crusher.

## Optional Activity

**Students may fill out and keep or after completing, take up papers, redistribute and allow students to guess whose paper this is, based on responses.**

### NON-VERBAL CLUES ABOUT ME

How do YOU communicate without speaking? Below is a self-discovery quiz to find out! Remember to use non-verbal behavior only.

A self-discovery tool on how you communicate.

1. My language could be described as ________________________________.
2. My favorite kind of books are ________________________________.
3. When I'm happy, I ________________________________.
4. When I feel happy, I ________________________________.
5. When I doodle I draw or write ________________________________.
   (objects or words)
6. When I want to get the attention of someone of the opposite sex, I ________________________________.
7. You can tell when I am bored because I ________________________________.
8. The color(s) I wear most of the time are ________________________________.
9. My hairstyle could best be described as ________________________________.
10. The style of clothes I wear most of the time ________________________________.
11. My favorite kind of music or artist is ________________________________.
12. My handwriting is ________________________________.
13. When I am angry, I ________________________________.
14. My personality type is ________________________________.
15. My favorite perfume/cologne is ________________________________.

## SESSION VII: ASSERTION SKILLS

**PURPOSE:** to develop knowledge of and skills in being assertive as a way of effectively confronting others and defending one's personal space.

**MATERIALS:** Role play situations sheets
Assertiveness Strategy (one for each student)

**INTRODUCTION:** Begin today's session with this activity: Ask students to write down their definitions of the following words: submissive, aggressive, assertive. Have them circle the word which they feel describes their behavior most of the time. Then write the words on a board or paper, call for meanings and post.

**CONTINUE:** Many people, especially females, are taught to ignore their own rights in order to be accepted by others. Femininity, for example, is equated with: loving, nurturing, supporting, anticipating others wishes and deferring to them. Males, on the other hand, are equated with aggressive, "macho" behaviors. We often allow others to violate our rights, unintentionally, by failing to communicate our wants, ideas and needs to them. Assertiveness doesn't depreciate others or violate their rights. Assertiveness communicates respect for others, but not necessarily for their behavior.

**ACTIVITY:** Divide class into triads. Give each triad a situation. Let members of each group decide among themselves which role they will play; submissive, aggressive, assertive. Each group will read out their situation to the class, each member will react to the situation according to his/her role and the class will try to guess which role is being demonstrated. (Alternative: instead of guessing each person can state roll he/she is playing. Class can comment on performance.

**CLOSURE:** Think back to a recent time when you saw someone react to a situation aggressively. How did their behavior make you feel? (elicit responses) Submissively? How did it make you feel? Assertively? How did it make you feel?

**TO TRY:** Think of a personal situation where you would like to be more assertive. Use this handout to plan your strategy. STAND YOUR GROUND.

## ASSERTIVENESS STRATEGY

All of us, at some point and time, have failed to be as assertive as we wish we had been. We find ourselves saying, "Why didn't I say . . . . to him/her?" or, "I wish I had . . . ." Here are some situations you may find need more assertive behavior from you:

wanted to ask someone for a date
wanted to try for a job
wanted to apologize for something
you felt you were treated unfairly
you felt your personhood was being violated
someone wanted you to let them copy from you

. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

| The Situation | My Feelings | Assertive actions I can Take |
|---|---|---|

. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

Follow up: It worked ________ Didn't work ________

Possible reasons:

. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

## SITUATIONS

Each student in the triad will pick a role; submissive, assertive or aggressive. Read situation, and respond by acting out what you would do in the role you have selected to play.

**SITUATION #1**

As you leave the movie ticket booth to go into the theatre, you realize you've been short-changed $10.

Submissive reaction:

Aggressive reaction:

Assertive reaction:

**SITUATION #2**

You and your date have just been served a thick, juicy steak at an exclusive restaurant. Yours is not cooked the way you ordered it.

Submissive reaction:

Aggressive reaction:

Assertive reaction:

**SITUATION #3**

You are at a party where a long-winded, boring person has you engaged in a conversation you couldn't care less about.

Submissive reaction:

Aggressive reaction:

Assertive reaction:

**SITUATION #4**

A person you once dated calls. Your date with him/her wasn't much fun and you don't want to go out with him/her again.

Submissive reaction:

Aggressive reaction:

Assertive reaction:

**SITUATION #5**

You have just finished a job interview and you are wondering how you will know if you got the job. The interviewer hasn't mentioned making further contact.

Submissive reaction:

Aggressive reaction:

Assertive reaction:

Optional Activity

Source: OCPS
District Articulation Plan
Sr. High

## GETTING ALONG WITH PEOPLE

**Directions:** Suppose you come upon each of the following situations. What should you do? Write your answer on the line.

1. You saw Mr. Smith and Mrs. Jones, who work in your office, having lunch together. ____________________

2. You feel grumpy. Alice says, "Hi." ____________________

3. Joe whistles all the time. You cannot think. ____________________

4. You promise to work on Saturday but Ann asks you to go shopping. ____________________

5. Marvin interrupts all the time when you are talking. ____________________

6. Art asks you to do his work so he can go fishing. ____________________

7. You want to get into a group, but they do not want you. ____________________

8. Mae said one thing; you know what she said is not true. ____________________

9. Bill and Jim called you a name which you do not like. ____________________

10. You work with an older lady who loves to talk about her grandchildren. ____________________

11. April asks dumb questions all the time. ____________________

12. Two of the people you work with are angry at each other because of a misunderstanding. You know the whole story. ____________________

13. Mary wants you to help her; Tom needs your help, too at the same time. ____________________

14. The boss is in a bad mood. You want the weekend off. ____________________

15. The smoke from your friends cigarette bothers you. ____________________

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## LISTENING TOPICS FOR DISCUSSION

Suggestions for listening activities are below. They are only suggestions; since groups and interests vary, you may decide on your own:

Drug use and abuse

Abortion

Cohabitation

Divorce

AIDS

Legalization of drugs

Working mothers

Career Plans

Raising the Minimum Wage

Heavy Metal Rock Music

Sex before marriage

Driving Under the Influence

Dress codes at school

Smoking on Campus

Step-parents

Students who work while enrolled in school

Violence in movies, TV

LISTENING QUESTIONS:

1. What difficulties did you experience in each role you played (listener, speaker, referee)
2. What barriers to effective listening emerged during the exercise?

## Optional Quotes

Talk is the activity of the mouth –
Listening is the activity of the heart.

I know you believe you understand
What You think I said
but I am not sure you realize
that what you heard
is not what I meant

I close my mouth in order to open my ears.

How do I know
What I think
Until I see
What I say.
Anonymous

## THE MOST IMPORTANT THING

When someone else discusses a feeling or problem or issue with you, which is likely to be the most important thing he/she wants from you:

to agree
to solve the problem
to offer helpful criticism
to act on what is being said
to respond frankly and openly
none of the above

What do YOU want from the other person when YOU are the speaker?

to really listen
to really hear
to recognize the position from which you're speaking
to really try to understand what you are saying
to signal understanding

The most important thing we seem to want is
**be heard and be understood**
If we aren't heard and understood, we may wonder why we bother to speak at all!

# TEN GUIDES FOR EFFECTIVE LISTENING

1. **STOP TALKING!**
   You cannot listen if you are talking. Focus on verbals and non-verbals of speaker, not on what you want to say. (Out focus)

2. **PUT THE TALKER AT EASE**
   Help a person feel free to talk by being non-judgmental
   Listen to understand rather than to oppose.

3. **SHOW A TALKER THAT YOU WANT TO LISTEN**
   Remove distractions, give undivided attention
   Eye contact
   Body language
   Verbal following; not changing the subject

4. **EMPATHIZE WITH TALKERS**
   Try to understand the other person's point of view
   Listen and respond to feelings as well as content

5. **BE PATIENT**
   Allow plenty of time
   Do not interrupt
   Non-verbal behavior should reflect patience

6. **CHECK YOUR EMOTIONS**
   You stop listening when your emotions begin to control you!
   An angry person takes the wrong meaning from words

7. **GO EASY ON ARGUMENT, CRITICISM, ADVICE-GIVING**
   This puts people on the defensive and they may "clam up" or become angry
   Do not argue: Even if you win, you lose
   Do not lecture or try to persuade to your point of view

8. **GO EASY ON REASSURANCE**
   Speaker wants to be heard not told what he should feel or think
   Premature reassurance closes the conversation

9. **ASK OPEN-ENDED QUESTIONS**
   Helps speaker continue to explore thoughts and feelings and develop points further
   Shows you are listening

10. **CHECK FOR ACCURACY OF YOUR PERCEPTIONS**
    Repeat in your own words what you heard the speaker say
    Speaker has the opportunity to clarify and correct message
    Speaker has the opportunity to reexamine the message
    Helps assure accuracy and full understanding of thoughts and feelings
    Helps speaker examine more fully, develop points further

## Facilitative Responses

1. **Advising or Evaluating**

"One good way is"
"Why don't you"
"You ought to"

2. **Interpreting or Analyzing**

"You did this because you thought"

3. **Reassuring or Supporting**

"Everyone feels like that at one time"
"Things take time"
"It will be better tomorrow"
"It's always dark, just before the sunrise"

4. **Questioning**

1. open-ended
2. closed-ended

"Why do you think that way" – I am eager to know more about your thinking on this issue

5. **Clarifying or Summarizing**

Let me see if I understand, – when you —— you feel like ——

6. **Reflection**

Thought and feeling - more important the feeling not being said

It sounds like you really get frustrated when you try to talk to your parents and you think they don't listen.

I hear you saying that you are angry that your wife doesn't respect your privacy.

# LISTENING

When I ask you to listen to me and you start giving advice,
you have not done what I asked.

When I asked you to listen to me and you begin to tell me why I shouldn't
feel that way, you are trampling on my feelings.

When I ask you to listen to me and you feel you have to do something to
solve my problem, you have failed me, strange as that may seem.

Listen! All I ask was that you listen,
not talk, or do . . . just hear.
Advice is cheap: twenty cents will get you both Dear Abby and
Billy Graham in the same newspaper

An I can do for myself. I'm not helpless.
Maybe discouraged and faltering, but not helpless.

When you do something for me that I can and need to do for myself,
you can contribute to my fear and inadequcey.

But when you accept, as a simple fact, that I do feel, no matter how
irrational, then I can quit trying to convince you and get about the
business of understanding what's behind this irrational feeling.

An when that's clear, the answers are obvious and I don't need advice.
Irrational feelings make sense when we understand what's
behind them.

So please listen and just hear me. And if you want to talk, wait a
minute for your turn, and I'll listen to you.

Ray Houghton, M.D.
Barkeley, CA

# THE FACILITATIVE CONTINUUM

| REFLECTING/ UNDER-STANDING OF FEELING | CLARIFYING/ SUMMARIZING | QUESTIONING | REASSURING/ SUPPORTING | INTERPRETING/ ANALYZING | ADVISING/ EVALUATING |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |

--HIGH FACILITATIVE ........................................ LOW FACILITATIVE--

## Facilitative Responses

1. Advising or Evaluating

   "One good way is"
   "Why don't you"
   "You ought to"

2. Interpreting or Analyzing

   "You did this because you thought"

3. Reassuring or Supporting

   "Everyone feels like that at one time"
   "Things take time"
   "It will be better tomorrow"
   "It's always dark, just before the sunrise"

4. Questioning

   1. open-ended
   2. closed-ended

   "Why do you think that way" – I am eager to know more about your thinking on this issue

5. Clarifying or Summarizing

   Let me see if I understand, – when you —— you feel like ——

6. Reflection

   Thought and feeling - more important the feeling not being said

   It sounds like you really get frustrated when you try to talk to your parents and you think they don't listen.

   I hear you saying that you are angry that your wife doesn't respect your privacy.

## BEING A CAREFUL LISTENER

1. Look at the Person Who is Talking
2. Pay Attention to the Person's Words
3. Be Aware of Feelings That Go With the Words
4. Say Something To Show Your Are Listening

School Board of Orange County, Florida
Developmental Guidance Planning Form, 19___-19___

SCHOOL: __________ COUNSELOR __________

LEVEL: Grades 11 & 12 GOAL(S): College Admissions

Number of sessions for this unit: __________
Average time per session: __________

Unit presented by (check all that apply):
Counselor______ Teacher______ Other______(Specify)

Approximate dates of presentation: From______To______

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Briefly describe the unit.

Session 1: College Search
PURPOSE: To learn the steps involved in conducting a college search

Materials used (filmstrips, films, kits, etc.) Computer, college search computer program, college guides, brochures, & videos. College Admissions Handbook

Session 2: The application as a whole
PURPOSE: To identify the items which will be used in admissions decisions by schools of interest to group members & to address those items.
Materials used (filmstrips, films, kits, etc.) College Admissions Handbook; crate or box with folders; loose copies of pages 27 & 28 in Handbook (attached)

Session 3: The College Essay
PURPOSE: To acquaint students with the personal essay & to equip them to write one.
Materials used (filmstrips, films, kits, etc.) College Admissions Handbook; hand-out (attached)

Session 4: The College Interview
PURPOSE: To help students prepare for the college interview & to practice a mock interview
Materials used (filmstrips, films, kits, etc.) College Admissions Handbook hand-out (attached)

Session 5: Recommendations
PURPOSE: To identify qualities evaluated in recommendations and to identify teachers appropriate to request recommendations from.
Materials used (filmstrips, films, kits, etc.) College Admissions Handbook; handouts (attached)

Session 6: Financial Aid
PURPOSE: To learn general principles regarding aid and to equip with resources for searching for aid.
Materials used (filmstrips, films, kits, etc.) College Admissions Handbook; financial aid brochures (available in guidance offices!)

## Session I

## College Search

**Purpose**: To learn the steps involved in conducting a college search

**Materials**: Meet in the Career Center--use computer, college search program, college guides, brochures, videos. College Admissions Handbook for each participant.

**Introduction**: Say, "Many students are totally bewildered when they attempt to think about finding a college. Students say, 'What makes one college different from another anyway? How am I supposed to know what I want? I don't even know what to choose from.' These sentiments are shared by many, but we hope to alleviate some concerns by introducing you to an organized plan for finding a college today."

**Activity**: Give out College Admissions Handbooks. Say, "These handbooks will guide you through each step of the college application process, if you let them. Turn to the 'Table of Contents' and notice the different topics. Now find the 'Glossary' on page 32. You may need to refer to the glossary several times. Now you know where it is. Now please turn to page 5 for an outline of a suggested college search. I will walk you through a search. First let's go to the computer and let the computer help us get a list of colleges to start with. (Do a computer college search and printout 20-30 colleges.) Now we'll go to a college guide, and I will read a short summary of each college on my list. I will find something about many of these schools that is not attractive to me, so I will cross those schools off until I have about 10 schools left. How I will go to the file cabinet which has the college brochures and get all I can on the ten schools. I will check with the occupational specialist to see if there are videos on any of these schools and view them. If I can't find any information, I will get the college's address from a guide and send for some information myself."

**Closure**: Say, "Now I am well on my way to narrowing my list further. It is certainly time to talk with parents if I have not already. I can return to the computer and begin the search again at any time."

**Assignment**: Say, "Before next meeting conduct a computer college search. Get a list of 20-30 colleges. Then read in a college guide until you can narrow the list to 10 schools. Locate all available information on those 10 schools in the Career Center." (Make appointments for using the college search program.)

## Session II

## The Application as a Whole

Purpose: To identify the items which will be used in admissions decisions by schools of interest to group members and to learn general ideas for addressing those items.

Materials: College Admissions Handbook; crate or box with folders for "college station"; loose copies of pages 27 and 28 in Handbook to use in "college station"

Introduction: Say, "Each of you who were here last meeting should now have a list of about ten colleges. Let me hear your lists. (Each will read his list.) You will want to narrow this list to about five schools before you send applications, but it will take some study on your part to narrow the list further."

Activity: Say, "Today we will talk about the application as a whole. Turn to page 8 'Getting Admitted' in your Handbook." Go over information regarding the transcript and explain your school's procedure for transcript requests.

Point out test information next. Explain that many schools do not require Achievement Tests--use examples of schools from lists the students read. Answer any questions. Make sure students know when to test and how to register.

Say, "Turn to 'The College Application" on page 10." Explain how to set up a "college station." Hand out "Admissions Process Checklist" and "College Comparison Worksheet" and explain how to use them.

Explain how to identify "stretch" and "safety" schools using data on page 3.

Closure: Say, "You are now ready to set up a 'college station' and get serious about the schools to which you will apply.

Assignment: Read, talk with knowledgeable others, view videos, and try to narrow your list to 5 to 8 schools. Get a box and some folders and begin a file on each of these schools. Identify which are the "stretch" and "safety" and in-between schools for you.

## ADMISSIONS PROCESS CHECKLIST

| Name of institution | | | | |
|---|---|---|---|---|
| OFFICIAL DEADLINES | | | | |
| Tests Required | | | | |
| Application Deadline | | | | |
| FAF/FFS Deadline | | | | |
| Candidate Notification Date | | | | |
| Candidate Reply Date | | | | |
| PERSONAL TIMETABLE | | | | |
| Required Tests Completed | | | | |
| Application Completed and Mailed with Fee | | | | |
| Secondary School Report Form Given to Counselor | | | | |
| First Recommendation Form Delivered to | | | | |
| Second Recommendation Form Delivered to | | | | |
| Test Scores Requested to be Sent to College | | | | |
| FAF/FFS Completed and Mailed | | | | |
| Interview Appointment | | | | |

# COLLEGE COMPARISON WORKSHEET

| COMPARATIVE CRITERIA | College 1 | College 2 | College 3 |
|---|---|---|---|
| Enrollment | | | |
| Location | | | |
| Cost | | | |
| Majors of Interest | | | |
| Housing Availability | | | |
| Typical Aid Package | | | |
| % of students receiving aid | | | |
| Faculty-student Ratio | | | |
| Average SAT/ACT Score | | | |
| (Other) | | | |
| | | | |
| | | | |
| | | | |
| | | | |

## Session III

## The College Essay

Purpose: To acquaint students with the personal essay for college and equip them with enough information to get started.

Materials: College Admissions Handbook; handout entitled "The College Essay"

Introduction: Say, "How many of you have colleges on your lists which require an essay?" The essay is usually the most dreaded part of the application, but actually many students learn a lot about themselves in the process of composing it."

Activity: Hand out "The College Essay." Go over some typical essay requests. Explain that the college wants to know the student, and the essay needs to portray a real human being. Students should really concentrate on their own ideas while searching for an essay topic. Go over ideas on page 2 of handout. Point out page 11 in the Handbook.

Closure: Say, "You now have all the equipment you need to write your essay. You need only to spend some time in serious thought."

Assignment: Write one essay required by one of your schools. If you don't have that information yet, write on any topic of interest to you.

# THE COLLEGE ESSAY

In the college application essay, colleges are looking for evidence of your writing ability, motivation, creativity, self-discipline, character, and capacity for growth.

Colleges may word their requests as follows:

You may choose ANY topic about which you would like to write. (Harvard)

What would you most like the Admissions Committee to know about you when reading your application? (Georgetown)

An autobiographical statement of 200-400 words. (Bryn Mawr)

Please use the space on the back to let us know something about you that we might not learn from the rest of the application. (Yale)

Use this page to give a description of yourself. (Columbia)

A special interest, experience, achievement, or anything else you would like us to know about you. (Hamilton)

Why not, then, use this opportunity to tell us about anything you think we should know. (Brown)

We would like you to write an essay on any topic that is of genuine interest to you. (Emory)

We invite you to reflect on an issue or experience that is significant to you or to your perspective on the world around you. (Princeton)

Use the essay to tell about yourself. (University of California)

Comment on an experience that helped you to discern or define a value that you hold. (Williams College)

Describe the most difficult thing you have ever done. (Hamilton)

Identify a person who has had a significant influence on you and describe that influence. (Wesleyan)

I. As you consider your essay topic, ask yourself the following questions:

Will this topic enhance my desired positioning?

Do I know enough about the subject to make a credible argument?

Is the essay interesting to other people, or mainly of interest to me?

Is the subject covered elsewhere in the application, and if so, have I added anything new in this essay?

Do I sound like I'm whining or complaining?

Will an admission officer say to his colleague, "Hey, Jane, you've got to read this one?" And will he be saying it admiringly or critically?

II. Topics to avoid

1. Political views
2. Religious beliefs
3. Drugs
4. Sex
5. Death
6. The importance of a college education
7. Your personal philosophy
8. Any topic that doesn't appeal to you but that you think will appeal to an admissions officer

III. Pointers to Consider

Actually, there are no poor topics, only poor essays.

1. Write about something you really care about.
2. Use plain, simple English
3. Link your goals with how you can contribute to the college.
4. Don't repeat information from other parts of your application.
5. Avoid overuse of adjectives. Nouns and verbs have much more power. Consider using metaphors, comparisons, etc.
6. Begin your work by reading some good college essays. Several books are available from libraries and local book stores.
7. Write and rewrite.
8. Have at least one person proofread your work.
9. Write and rewrite.
10. Write and rewrite.

The above information was taken in part from the following sources:

On Writing the College Application Essay

Getting In

## Session IV

## The College Interview

__Purpose__: To help students understand the nature of a college interview and how to prepare for it, and to provide practice in a mock interview situation.

__Materials__: __College Admissions Handbook__; handout entitled "Interview Preparation Notes"

__Introduction__: Say, "The interview is another element in the college application process that often frightens students. How many of you are applying to schools which require or recommend an interview? Students should realize that an interview may be with an admissions officer, a student, or a volunteer alumnus. Students should consider any of these as seriously as another, as a report will probably be written to be considered with other data."

__Activity__: Say, "Turn to page 12 in your __Handbook__ to find some general tips." Handout "Interview Preparation Notes"--ask students to list some questions they presently have regarding some of their schools of interest. Say, "Now turn to page 31 to find a list of questions often asked of students in an interview. Pair up with another student and practice--one being the interviewer and the other the interviewee. I will call time when you must trade roles."

__Closure__: Ask, "What have you discovered through our activity today?" Wait for comments. Say, "Hopefully, you have learned to relax a little regarding the college interview. You know about some preparation you can make as well."

__Assignment__: Find out how important interviews are regarded at your schools. Read the section on page 7 about "College Visits." Begin planning and preparing for a visit and interview.

# INTERVIEW PREPARATION NOTES

After reading the catalogues of those colleges where you plan to interview, list the questions that remain unanswered for you.

College: ______________________________

Questions: ______________________________

College: ______________________________

Questions: ______________________________

College: ______________________________

Questions: ______________________________

College: ______________________________

Questions: ______________________________

## Session V

## Recommendations

Purpose: To identify student qualities which are evaluated by counselor and teacher recommendations and to identify teachers appropriate to request recommendations from

Materials: College Admissions Handbook; sample recommendation checklists; handout entitled "Guidelines for Students Requesting Recommendations"

Introduction: Say, "Today we will learn what those recommendations say. Often students all select the same teachers to write recommendations without considering anything except that they have heard that particular teachers write good ones. Today we will learn how to select teachers as well as what kinds of things the teachers will address in the recommendation itself.

Activity: Say, "Please turn to page 12 to find the section on 'Recommendations'. Read those few paragraphs silently and then tell me how you should select recommending teachers." Allow time for this. Say, "Now I will give you a handout which is a copy of a typical checklist which colleges ask teachers and counselors to complete on students. This will show you rather graphically the qualities of interest to colleges. Finally, I have a handout on some general guidelines which you should carefully follow."

Closure: Say, "Hopefully, you now have a good idea of some thinking you need to do before deciding on recommending teachers. You also have all the information you need to make this a smooth part of your college application process."

Assignment: Make a folder in your "college station" for recommendation matters. Begin by placing in that folder a list of three or four teachers who might be good recommenders for you. Also list by each teacher's name the reasons you feel that teacher is a good choice.

# GUIDELINES FOR STUDENTS

## REQUESTING RECOMMENDATIONS

1. Ask your teachers in person for recommendations well in advance of all deadlines.

2. Follow the directions on the application form for selecting your references. Some colleges state exactly who they want (English teacher, math teacher) and others leave it up to you to select.

3. Provide your teachers and counselor with some information about you. The autobiography done in English class is a good start.

4. Supply the teacher with a stamped envelope addressed to the Director of Admissions of the college.

5. Ask the teacher to keep a copy of the recommendation in case you need one for another college or for a scholarship.

6. You should not submit more recommendations than are requested unless you feel that someone else who knows you well can provide evidence of special talents. Admission counselors in colleges have a saying of which you should be aware: "The thicker the folder, the thicker the student."

7. Do not include letters from people who do not know you very well. Avoid letters from influential people if they do not know you personally. Admission officials have been at their jobs a long time and are not taken in by impressive stationary with well-known letterheads.

8. Follow-up with a thank you letter to the teacher, and by all means, let the teacher know about your final plans.

# SECONDARY-SCHOOL STUDENT APPRAISAL

Year or Grad.:____________
Counselor:_______________

| | | | | |
|---|---|---|---|---|
| *Last Name* | *First Name* | *Middle Name* | Course & Section No. | Course Title |

**(1) PARTICIPATION IN DISCUSSION (SELF-INITIATED)**
- _____ always involved, often initiates discussion
- _____ usually participates
- _____ often participates
- _____ occasionally participates
- _____ seldom participates
- _____ not applicable

**(2) INVOLVEMENT IN CLASSROOM ACTIVITIES**
- _____ very high in all activities
- _____ active, usually shows genuine interest
- _____ mild, politely attentive
- _____ languid, attention often wanders
- _____ distracted, does other things during class
- _____ vacillates greatly

**(3) PURSUIT OF INDEPENDENT STUDY**
- _____ considerable study and major project(s)
- _____ considerable study or major project(s)
- _____ some study and minor project(s)
- _____ some study or minor project(s)
- _____ no evidence of independent study
- _____ not applicable

**(4) EVENNESS OF PERFORMANCE**
- _____ exceptionally consistent
- _____ even, varies no more than one mark
- _____ slightly uneven, often varies one mark
- _____ uneven, often varies two marks
- _____ erratic, performance fluctuates greatly

---

**(4) CRITICAL AND QUESTIONING ATTITUDE**
- _____ often challenges
- _____ sometimes challenges
- _____ occasionally is skeptical
- _____ sometimes probes
- _____ rarely questions
- _____ not applicable

**(6) DEPTH OF UNDERSTANDING**
- _____ excellent insight
- _____ good understanding
- _____ some insight
- _____ little insight
- _____ poor understanding
- _____ not applicable

**(7) PERSONAL RESPONSIBILITY**
- _____ always accepts fully
- _____ usually accepts fully
- _____ partially accepts
- _____ sometimes refuses
- _____ often refuses

**(8) CONSIDERATION FOR OTHERS**
- _____ always considerate of others' rights and feelings
- _____ usually considerate
- _____ courteous, little evidence of consideration
- _____ sometimes inconsiderate
- _____ often inconsiderate
- _____ inadequate opportunity to observe

---

COMMENTS

*Date* *Signature of Teacher*

Would you please complete the following checklist:

## Academic Ratings

| | Average or below | Good (above average) | Excellent (top 10% this year) | Outstanding (top 2 or 3% this year) | Oneof the top few I have encountered in my career | No basis for judgement |
|---|---|---|---|---|---|---|
| Intellectual ability | ____ | ____ | ____ | ____ | ____ | ____ |
| Motivation | ____ | ____ | ____ | ____ | ____ | ____ |
| Creative qualities | ____ | ____ | ____ | ____ | ____ | ____ |
| Disciplined work habits | ____ | ____ | ____ | ____ | ____ | ____ |
| Growth potential | ____ | ____ | ____ | ____ | ____ | ____ |

## Character and Personality Ratings

| | Average or below | Good (above average) | Excellent (top 10% this year) | Outstanding (top 2 or 3% this year) | Oneof the top few I have encountered in my career | No basis for judgement |
|---|---|---|---|---|---|---|
| Leadership | ____ | ____ | ____ | ____ | ____ | ____ |
| Self-confidence | ____ | ____ | ____ | ____ | ____ | ____ |
| Cooperativeness | ____ | ____ | ____ | ____ | ____ | ____ |
| Warmth of personality | ____ | ____ | ____ | ____ | ____ | ____ |
| Sense of humor | ____ | ____ | ____ | ____ | ____ | ____ |
| Concern for others | ____ | ____ | ____ | ____ | ____ | ____ |
| Energy | ____ | ____ | ____ | ____ | ____ | ____ |
| Emotional maturity | ____ | ____ | ____ | ____ | ____ | ____ |
| Independence, Initiative | ____ | ____ | ____ | ____ | ____ | ____ |
| Reaction to setbacks | ____ | ____ | ____ | ____ | ____ | ____ |
| Respect accorded by faculty | ____ | ____ | ____ | ____ | ____ | ____ |

Please list three adjectives which come to mind regarding this student:

______________________________________________

## Session VI

## Financial Aid

Purpose: To acquaint students with general principles regarding financial aid and to equip them with resources for searching for aid on their own

Materials: College Admissions Handbook; brochures--"Meeting College Costs", "Five Federal Financial Aid Programs", FAF, FFS, etc.

Introduction: Say, "Someone does have to pay for college. Today we will learn who that is and how to find resources on one's own."

Activity: Say, "Please turn to page 19 in your Handbook. First we need to understand certain principles of financial aid. Let's read these together. (Read and explain.) Next you see 'Steps in Applying for Financial Aid.' Let's turn our attention to one special type of aid called 'Scholarships.' One important one is the Florida Undergraduate Scholars Fund--turn to page 21 to see if you qualify for this scholarship. There are many other scholarships with very different qualifications. Turn to page 31 to see a list of scholarship sources to use in conducting your own research."

Closure: Say, "It will take time to write letters and to complete forms if you want to 'beat the bushes' to find as many possibilities for scholarships as possible. We have several brochures available here on this table if you would like to take any. The important thing is to apply--there is no other way to receive!

"It has been my pleasure to lead these seminars. I will continue to be available to you individually. Please call on me."

# EMPLOYABILITY SKILLS INSTRUCTION PACKET

Grades 9-Post Secondary
Number of sessions in this unit 19
Time for each session 1 - 2 class period(s)

Session I - Knowing Yourself
Purpose - To enable students to learn more about who they are and discover their personality traits.

Session 2 - What Are Your Personal Interests
Purpose - To enable students to learn how their personal interests influence their career choice.

Session 3 - What Values Are Important to You
Purpose - To help students realize how their values can influence their career choices.

Session 4 - Communication Skills
Purpose - To help students understand the importance of the three communication skills: listening, speaking and writing.

Session 5 - Personal Care and Grooming
Purpose - To help students realize the importance of good grooming in making a good impression.

Session 6 - Body Language
Purpose - To help students understand how their body language often reveals their true attitude about what is going on around them.

Session 7 - Dressing For a Successful Interview/Career
Purpose - To help students realize the importance of good grooming and proper clothes selection for interviewing for a job and for getting and keeping a job.

Session 8 - Telephone Techniques
Purpose - To become more effective in using the telephone to develop job leads.

Session 9 - Personal Fact Sheet
Purpose - To compile personal information for completing job applications and resumes.

Session 10 - Worksheets, Paid and Un-Paid Work
Purpose - To assemble personal work information for future reference.

Session 11 - Job Search
Purpose - To better utilize the available resources for job openings.

Session 12 - Job Applications
Purpose - To understand the importance of correctly filling our a job application.

Session 13 - Cover Letter
Purpose - To develop skills in writing a business letter.

Session 14 - Resume Work Sheet
Purpose - To develop skills in compiling personal job information.

Session 15 - Resume
Purpose - To develop skills in compiling and writing personal job qualifications in an acceptable format.

Session 16 - The Job Interview
Purpose - To help students become aware of all the different aspects involved in a Job Interview.

Session 17 - Follow-up Letter
Purpose - To develop skills in business etiquette.

# PERSONALITY TRAITS

## KNOWING YOURSELF

**PURPOSE:** To enable students to learn more about who they are and to discover their personality traits.

**CLASS TIME:** 1-2 Class Period(s)

**INTRODUCTION:** Everyone has a personality. Your personality influences how you think and feel and also how you interact with other people and how they feel about you as a person. Have fun learning all about you.

**DIRECTIONS:** Find 32 personality traits hidden in the word maze and circle them. (Traits may be listed horizontal, vertical, diagonal, forward, or backward). Then list and describe each personality trait in your own words. Look for the following words in the word maze:

Patient
Nervous
Funny
Sad
Boring
Lazy
Positive
Greedy
Sarcastic
Loyal
Honest
Crabby
Outgoing
Kind
Tolerant
Happy

| | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| B | F | A | G | K | K | Q | L | M | R | D | S | N | E | G | O | A |
| O | A | Z | P | B | L | O | C | D | N | M | E | T | V | R | V | Y |
| R | L | Y | C | D | Y | Y | F | C | Q | P | N | V | I | E | C | D |
| I | U | X | A | A | C | L | G | L | O | A | S | W | T | E | R | C |
| N | F | W | L | S | H | Y | V | H | R | M | I | X | A | D | A | D |
| G | T | V | A | L | I | M | E | E | Z | T | T | Y | G | Y | V | P |
| P | C | U | Z | R | C | D | L | L | D | N | I | L | E | U | R | C |
| L | E | T | Y | M | M | O | B | P | T | A | V | D | N | I | K | Y |
| F | P | S | V | L | T | P | A | F | N | S | E | O | P | Q | S | X |
| M | S | R | Y | S | E | Q | P | U | E | A | G | N | I | R | A | C |
| N | E | Q | E | V | T | G | A | L | I | E | C | D | A | V | B | F |
| S | R | N | I | S | V | N | C | U | T | L | Y | T | T | I | W | R |
| T | O | T | E | F | W | I | R | A | A | P | I | L | O | B | M | I |
| H | C | P | R | U | X | O | S | C | P | O | S | I | T | I | V | E |
| A | F | U | N | N | Y | G | Q | A | C | S | U | O | V | R | E | N |
| Y | D | O | O | M | P | T | H | O | U | G | H | F | U | L | A | D |
| C | R | A | B | B | Y | U | C | I | T | S | A | C | R | A | S | L |
| K | Z | Y | A | B | L | O | P | E | N | M | I | N | D | E | D | Y |

Caring
Capable
Active
Shy
Pleasant
Cruel
Respectful
Witty
Negative
Warm
Moody
Thoughtful
Open-minded
Sensitive
Friendly
Helpful

1. ____________: ________________________

2. ____________: ________________________

3. ____________: ________________________

4. ____________: ________________________

5. ____________: ______________________________________________

______________________________________________________________

6. ____________: ______________________________________________

______________________________________________________________

7. ____________: ______________________________________________

______________________________________________________________

8. ____________: ______________________________________________

______________________________________________________________

9. ____________: ______________________________________________

______________________________________________________________

10. ____________: ______________________________________________

______________________________________________________________

11. ____________: ______________________________________________

______________________________________________________________

12. ____________: ______________________________________________

______________________________________________________________

13. ____________: ______________________________________________

______________________________________________________________

14. ____________: ______________________________________________

______________________________________________________________

15. ____________: ______________________________________________

______________________________________________________________

16. ____________: ______________________________________________

______________________________________________________________

17. ____________: ______________________________________________

______________________________________________________________

18. ____________: ______________________________________________

______________________________________________________________

19. ____________: ______________________________________________

______________________________________________________________

20. ____________: ______________________________________________

______________________________________________________________

21. ____________: ______________________________________________

______________________________________________________________

22. ____________: ______________________________________________

______________________________________________________________

23. ____________: ______________________________________________

______________________________________________________________

24. ______________: ____________________________________________

25. ______________: ____________________________________________

26. ______________: ____________________________________________

27. ______________: ____________________________________________

28. ______________: ____________________________________________

29. ______________: ____________________________________________

30. ______________: ____________________________________________

31. ______________: ____________________________________________

32. ______________: ____________________________________________

Choose one of the personality traits described above and explain in the space below why you feel this personality trait would be important in getting or keeping a job.

Personality Trait: ____________________________________________

Important in getting and keeping a job: ______________________________

Do you have this personality trait? If not how can you develop this personality trait?

| | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| B | F | A | G | K | K | Q | L | M | R | D | S | N | E | G | O | A |
| O | A | Z | P | B | L | O | C | D | N | M | E | T | V | R | V | Y |
| R | L | Y | C | D | Y | Y | F | C | Q | P | N | V | I | E | C | D |
| I | U | X | A | A | C | L | G | L | O | A | S | W | T | E | R | C |
| N | F | W | L | S | H | Y | V | H | R | M | I | X | A | D | A | D |
| G | T | V | A | L | I | M | E | E | Z | T | T | Y | G | Y | V | P |
| P | C | U | Z | R | C | D | L | L | D | N | I | L | E | U | R | C |
| L | E | T | Y | M | M | O | B | P | T | A | V | D | N | I | K | Y |
| F | P | S | V | L | T | P | A | F | N | S | E | O | P | Q | S | X |
| M | S | R | Y | S | E | Q | P | U | E | A | G | N | I | R | A | C |
| N | E | Q | E | V | T | G | A | L | I | E | C | D | A | V | B | F |
| S | R | N | I | S | V | N | C | U | T | L | Y | T | T | I | W | R |
| T | O | T | E | F | W | I | R | A | A | P | I | L | O | B | M | I |
| H | C | P | R | U | X | O | S | C | P | O | S | I | T | I | V | E |
| A | F | U | N | N | Y | G | O | A | C | S | U | O | V | R | E | N |
| Y | D | O | O | M | P | T | H | O | U | G | H | F | U | L | A | D |
| C | R | A | B | B | Y | U | C | I | T | S | A | C | R | A | S | L |
| K | Z | Y | A | B | L | O | P | E | N | M | I | N | D | E | D | Y |

Key

# PERSONALITY TRAITS IDENTIFICATION

## Knowing Yourself

PURPOSE: To enable students to learn more about who they are and discover their personality traits.

CLASS TIME: 1 Class Period

INTRODUCTION: Everyone has a personality. You personality is a blending of emotional and behavioral traits that makes you the unique person you are. Your personality not ony influences how you think and feel but also how you interact with people and how they feel about you. Place a check mark beside all the personality traits that best describe you. Complete the personality preparation list.

_____ Friendly
_____ Sensitive
_____ Self-disciplined
_____ Thoughtful
_____ Independent
_____ Crabby
_____ Dishonest
_____ Extrovert
_____ Outgoing
_____ Shy
_____ Greedy
_____ Intelligent
_____ Loyal
_____ Dependent
_____ Ambitious
_____ Honest
_____ Talkative
_____ Introvert
_____ Ambivert
_____ Self-confident
_____ Assertive
_____ Pleasant
_____ Active
_____ Generous
_____ Aggressive
_____ Initiative
_____ Caring

_____ Funny
_____ Warm
_____ Happy
_____ Dependable
_____ Moody
_____ Unreliable
_____ Tolerant
_____ Witty
_____ Capable
_____ Sad
_____ Jealous
_____ Boring
_____ Positive
_____ Patient
_____ Religious
_____ Lazy
_____ Kind
_____ Selfish
_____ Sarcastic
_____ Self-control
_____ Nervous
_____ Cruel
_____ Respectful
_____ Helpful
_____ Open-minded
_____ Negative
_____ Other

Prepare a list under each of the three (3) columns from the following personality traits list.

| Personality traits needed for success | Personality traits that I have | Personality traits I would like to develop |
|---|---|---|

FOLLOW WITH A CLASS DISCUSSION

# WHAT ARE YOUR PERSONAL INTERESTS

## Learning About Yourself

**PURPOSE:** To enable students to discover who they are and to learn how their personal interests influence their career choice, and what they do in their leisure time.

**CLASS TIME:** 1 Class Period

**INTRODUCTION:** This activity is designed to help you learn more about yourself and the changes that take place as you grow in your personal development and relationships. Your personal interests can help you choose or identify occupations that will be interesting to you.

**DIRECTIONS:** *Look at the statements below and place a check to indicate your level of interest using the following scale:

**VM** - very much **SW** - somewhat **PN** - probably not **NAA** - not at all

| STATEMENT | VM | SW | PN | NAA |
|---|---|---|---|---|
| 1. I want to use artistic talents | | | | |
| 2. I like to have a routine to follow | | | | |
| 3. I prefer to work alone | | | | |
| 4. I would like to travel | | | | |
| 5. I like to work with tools and machines | | | | |
| 6. I like to work with people | | | | |
| 7. I like to do close precise work | | | | |
| 8. I like acting | | | | |
| 9. I like working with children | | | | |
| 10. I prefer outdoor work | | | | |
| 11. I like working with animals | | | | |
| 12. I want to supervise others | | | | |
| 13. I like dancing | | | | |
| 14. I like sports of all kind | | | | |
| 15. I prefer indoor work | | | | |
| 16. I enjoy caring for sick people | | | | |
| 17. I enjoy working with plants | | | | |
| 18. I like working with plants | | | | |
| 19. I like music | | | | |
| 20. I would enjoy doing research | | | | |
| 21. I want to use design skills | | | | |
| 22. I like to work on cars | | | | |
| 23. I like to do physical work | | | | |
| 24. I like to sew | | | | |
| 25. I would enjoy science-related activities | | | | |
| 26. I like working with facts and figures | | | | |
| 27. I like cooking | | | | |
| 28. I enjoy writing | | | | |
| 29. I like to draw and paint | | | | |
| 30. I enjoy working in the yard | | | | |
| Others: | | | | |
| | | | | |
| | | | | |
| | | | | |

Review the interests you have checked and choose the five (5) interests that appeal to you most.

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________

Based upon these five interests you have listed, describe a career that you feel would be ideal for you. Explain why.

# WHAT VALUES ARE IMPORTANT TO YOU

Session 3

**PURPOSE:** To help students learn the importance of understanding what it is they want, what their values are in terms of making a wise career decision.

**CLASS TIME:** 1 Class Period

**INTRODUCTION:** Each person is unique and is constantly changing throughout his/her adult life. Each of us has certain things that we want and values that are important to us. This unit is based on looking at some values and deciding how important they are to you.

**DIRECTIONS:** Respond in terms of how important the following work values are to you by checking the appropriate column:

VI - Very Important SI - Somewhat Important NI - Not Important

| | VI | SI | NI |
|---|---|---|---|
| Having an opportunity to learn and explore new things and grow personally | | | |
| Being supervised by someone who is fair and with whom I can get along | | | |
| Being in good health, getting proper nutrition, rest and exercise | | | |
| Being with people I like and getting to know them | | | |
| Having a variety of tasks to perform | | | |
| Having time and energy for my family and "off the job life" | | | |
| Having a job that is secure and stable | | | |
| Doing something to add to the beauty of the world | | | |
| Having an opportunity to use my intelligence on a job that allows me to show my best abilities | | | |
| Having clearly defined tasks | | | |
| Doing something I believe is needed and important | | | |
| Growing spiritually | | | |
| Having a job where there is an opportunity for me to advance | | | |
| Having the freedom to be myself and to lead the kind of lifestyle I choose | | | |
| An opportunity to contribute to the well-being of others and making the world a better place | | | |

## What Values are Important to You (continued)

**VI** - Very Important **SI** - Somewhat Important **NI** - Not Important

| | VI | SI | NI |
|---|---|---|---|
| Being responsible for and directing the work of others | | | |
| Having a job with an important or "high sounding" title | | | |
| Completing a difficult task successfully | | | |
| Being able to see the results of my work | | | |
| Earning a big salary | | | |
| Being able to set my own work schedule/hours | | | |
| Having an opportunity to be creative in my work-inventing new things, or developing new ideas | | | |
| Making new friends with a lot of different people | | | |
| Good working conditions - not too hot, cold, dusty, noisy, etc. | | | |
| Being respected by co-workers and by my boss | | | |
| Having good family relationships | | | |
| Doing physical work | | | |
| Finding my work challenging | | | |
| Having some say in how my job should be done | | | |
| Working on one project at a time | | | |
| Having a few close friends who will stick by you no matter what | | | |

## COMMUNICATION SKILLS: LISTENING/SPEAKING

**PURPOSE:** To help students understand the importance of the three (3) basic Communication Skills: listening skills, speaking skills and writing skills.

**CLASS TIME:** 1 class period

**INTRODUCTION:** This is an exercise to help students determine how well they listen and communicate. Have students respond to the following statements by placing an X on the appropriate line. Then have students reflect on their responses.

____ 1) Do you have to search for the correct word(s) to use when talking to others?
____ 2) Do you often have to repeat what you say to others?
____ 3) Do you talk too fast when speaking with others? Too slow?
____ 4) Do people seem not to listen when you are talking?
____ 5) Do you interrupt others when they are talking?
____ 6) Are you bored when others are talking?
____ 7) Do you have trouble being relaxed while in conversation with others?
____ 8) Do you speak as an expert on the topic being discussed?
____ 9) Do you try to dominate conversations you are having with others?
____10) Do you tend to put others down when you talk with them?
____11) Do you talk "to" the listener rather than "with" the listener?
____12) Do you get upset when someone interrupts you?
____13) Do you find that your mind is wandering during a conversation?
____14) Does you tone of voice turn others off?
____15) Do others seem to dominate in conversations with you?
____16) Do you have trouble looking directly at the person you are speaking to?
____17) Are you nervous and shy when you talk with others?
____18) Do you avoid eye contact when someone is speaking to you?

Based on your responses to these questions, describe your communication skills. How do you stack up as a communicator?

______________________________________________
______________________________________________
______________________________________________

What are your major concerns about your listening and speaking/communication skills?

______________________________________________
______________________________________________
______________________________________________

How can you become a more effective communicator? Whan can you do to improve your communication skills?

______________________________________________
______________________________________________
______________________________________________

# COMMUNICATION SKILLS CHECKLIST

PURPOSE: To help students understand the importance of good communication skills and how to evaluate them.

CLASS TIME: 1 class period

INTRODUCTION: How good are your communication skills? Remember, to communicate well you need the following skills: listening, speaking, and writing. Let's see how well you do by evaluating your communication skills. Respond to the following statements according to the way it describes you by placing the appropriate letter by each statement.

"A" stands for always "S" stands for sometimes "N" stands for never

DO YOU:

_____ Think about what you are going to say before you say it?

_____ Have a good vocabulary?

_____ Avoid using complex (ten dollar) words that your listener may not understand?

_____ Make your points in a clear and concise order?

_____ Listen attentively while others are speaking?

_____ Write exactly what you want to say or mean?

_____ Ask a speaker questions if you are not sure what he/she is trying to say?

_____ Restate a speaker's ideas to be sure you have understood the message?

_____ Build on your listener's past knowledge?

_____ Try to communicate on a higher level with people as you communicate with them more often?

_____ Make a habit of sending constructive messages?

_____ Avoid using slang?

_____ Use good eye contact when talking to others?

_____ Reread your written communications in order to avoid mistakes?

_____ Avoid any type of behavior that blocks communication?

_____ Check your grammar and spelling in all your written communications to make sure it is correct?

_____ Use positive body language to enhance your verbal messages?

_____ Reply to notes and letters in a reasonable amount of time?

_____ Try to use the language of the person to whom you are speaking?

_____ Use neat handwriting when communicating through letters and memos?

_____ Try to speak to others using a communication skill or zone that would make them feel at ease and or comfortable?

**Give yourself two (2) points for each response marked "A" and one (1) point for each response marked "S." Add up your points. If you scored 35 or more you are an excellent communicator; 30-34, very good; 25-29, good; 24 or less you better work at becoming a better communicator.**

# PERSONAL CARE AND GROOMING WORD MAZE

**PURPOSE:** To help students realize the importance of good grooming in making a good impression on a job interview, in meeting people, in dating, etc.

**CLASS TIME:** 2 class periods

**INTRODUCTION:** Grooming is the way you clean and care for your body and your clothes. Forming good grooming habits will help you all through life. Your self-concept improves when you are well-groomed. People will want to know you better if you make a good first impression. You will want to impress an employer. The way you look will affect the way the employer will respond to you.

**DIRECTIONS:** Read the definitions and place the corresponding terms in the blanks. Then find the 25 terms in the word maze. (They are located forward, backward, horizontally, vertically, and also diagonally).

*posture
*other foods
*plaque
*pores
*deodorant
*grooming
*antiperspirant
*first impressions
*manicure
*pimples
*diet
*nutrients
*dermatologist
*cuticle
*pedicure
*pumice stone
*quality
*laundry
*cowlick
*hangnail
*exercise
*perspiration
*lice
*sleep
*acne

| | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| P | U | M | I | C | E | S | T | O | N | E | T | J | N | O | D | C | L | Q | H | I | J |
| L | I | A | N | G | N | A | H | M | V | E | Y | H | D | E | O | T | A | N | R | H | D |
| A | N | T | I | P | E | R | S | P | I | R | A | N | T | P | I | H | C | O | V | U | B |
| Q | U | A | L | I | T | Y | E | D | O | O | P | Q | O | S | R | B | E | D | A | H | F |
| U | R | P | Q | L | X | B | R | I | V | R | R | V | J | K | X | G | L | Y | T | I | G |
| E | I | D | Y | P | A | N | U | T | R | I | E | N | T | S | B | R | C | S | R | J | W |
| H | L | O | S | W | D | O | C | C | X | Y | A | S | N | O | M | B | I | S | C | W | Y |
| Y | Q | L | T | Z | C | R | I | D | P | R | E | S | P | I | R | A | T | I | O | N | S |
| N | U | S | W | O | P | T | N | A | R | O | D | O | E | D | Q | I | U | O | D | P | L |
| L | I | C | E | N | Z | X | A | O | W | Z | Y | H | P | R | M | V | C | W | Z | E | E |
| A | S | E | G | R | O | O | M | I | N | G | M | S | O | P | Y | I | C | L | S | Q | E |
| U | C | N | X | P | O | N | A | K | C | D | S | P | R | A | L | H | G | T | A | F | P |
| N | V | N | B | Q | S | P | C | P | P | Q | O | E | V | E | S | I | C | R | E | X | E |
| D | L | Y | E | H | G | I | J | K | N | J | S | H | Q | L | Z | N | O | U | R | S | R |
| R | M | J | H | I | L | M | M | R | H | S | P | N | U | O | T | I | L | G | B | C | U |
| Y | N | H | N | W | L | P | E | D | I | C | U | R | E | Y | A | P | W | X | L | P | T |
| V | E | G | O | K | M | L | K | O | H | B | Q | I | T | X | V | Y | K | R | S | Z | S |
| W | C | C | A | O | N | E | N | T | S | I | G | O | L | O | T | A | M | R | E | D | O |
| B | O | B | D | E | Y | S | V | K | O | T | H | E | R | F | O | O | D | S | O | U | P |

1. A product that interferes with bacteria growth and controls body odor.

________________________

2. What people think of a person when they meet them for the first time. (two words)

________________________

3. A treatment or care of hands and nails. __________________________

4. Small sores that usually appear on the face, and back caused by skin oil that is trapped in the pores.____________________

5. Clothes that need to be washed. ____________________

6. Sweat ____________________

7. A doctor who specializes in the treatment disorders. ____________________

8. The way you hold your body while sitting, standing and walking.____________________

9. A bad case of pimples on the skin. ____________________

10. The food that we eat regularly. ____________________

11. A treatment for the feet and toenails. ____________________

12. A film that forms on teeth and causes tooth decay. ____________________

13. Foods like snacks, candy etc. that do not fit into the basic food groups. (two words)

____________________ ____________________

14. A shopping guide for clothes that are made well and will last. ____________________

15. A health habit that most adults need to practice seven hours a night. ____________________

16. A patch of hair that will not lay down and grows in different directions.____________________

17. Cleansing and care of the body/personal care. ____________________

18. Insects that can live in human hair and cause itching. ____________________

19. Tiny openings in the skin. ____________________

20. Substance we get from food used by the body for growth, repair, and maintenance.

____________________

21. Skin that forms at the base of fingernails and toenails. ____________________

22. A health habit that firms the muscles, and gives you a healthy appetite, and lots of energy.

____________________

23. A rough stone used to remove dead skin from the feet (two words). ____________________

24. A product that controls body odor and wetness due to perspiration.____________________

25. Skin that comes loose at the corners of the fingernails. ____________________

# BODY LANGUAGE

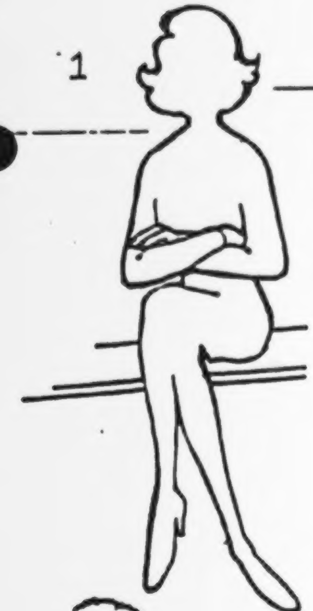
**PURPOSE:** To help students understand how their Body Language often reveals their true attitude about what is going on around them.

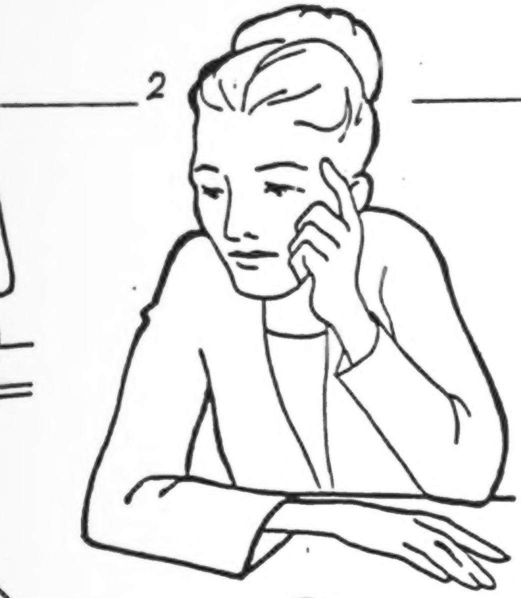
**CLASS TIME:** 1 class period

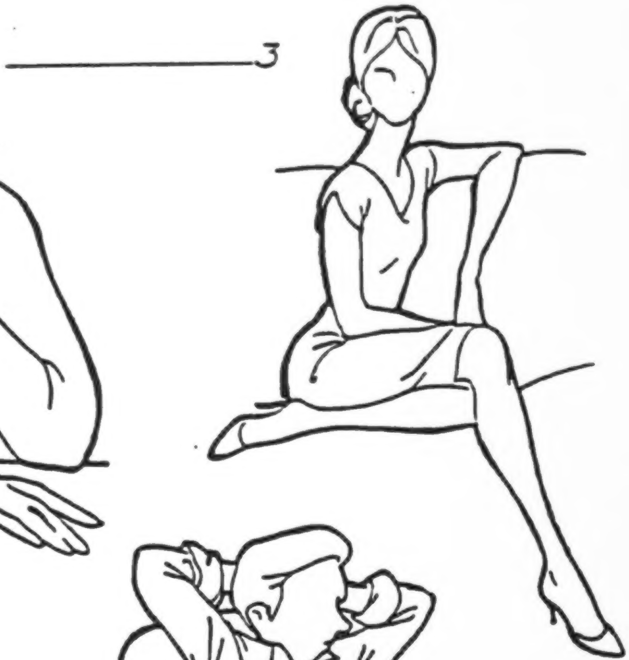
**INTRODUCTION:** You often can "see" what someone really means more clearly than hear what they mean by looking at what their body language is saying to you.

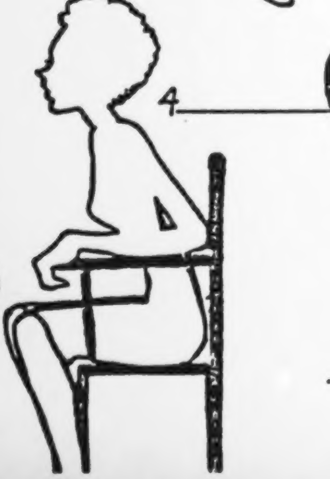
**DIRECTIONS:** Here are a few of the more obvious "messages" you may be receiving. Study these figures and see if you can match them with the following list of attitudes: Why did you arrive at those conclusions? What is it about their body language that expresses that particular attitude? Follow with class discussion about negative and positive body language.

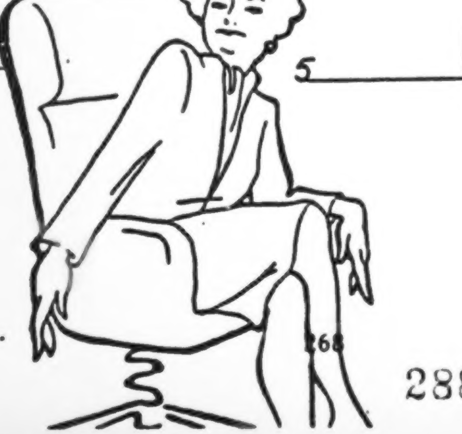
*Steepling *Buying *Bored *Sloppy *Sociable *Defensive *Casual *Hand Rubbing *Aggression *Superior Strut *Interest *Dubious *Seller *Hand Wringing *Over Dressed *Aggressive/Defensive *Hesitant *Honesty *Readiness *Dominance *Enthusiastic *Dejection *Insincere Smile *Anxiety *Superior *Aggressive/Defensive *Readiness *Superiority (some words are used more than once)

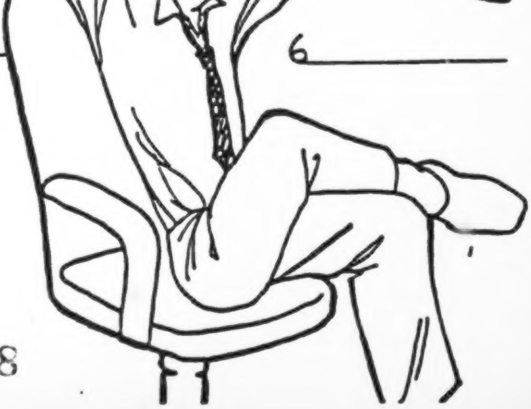


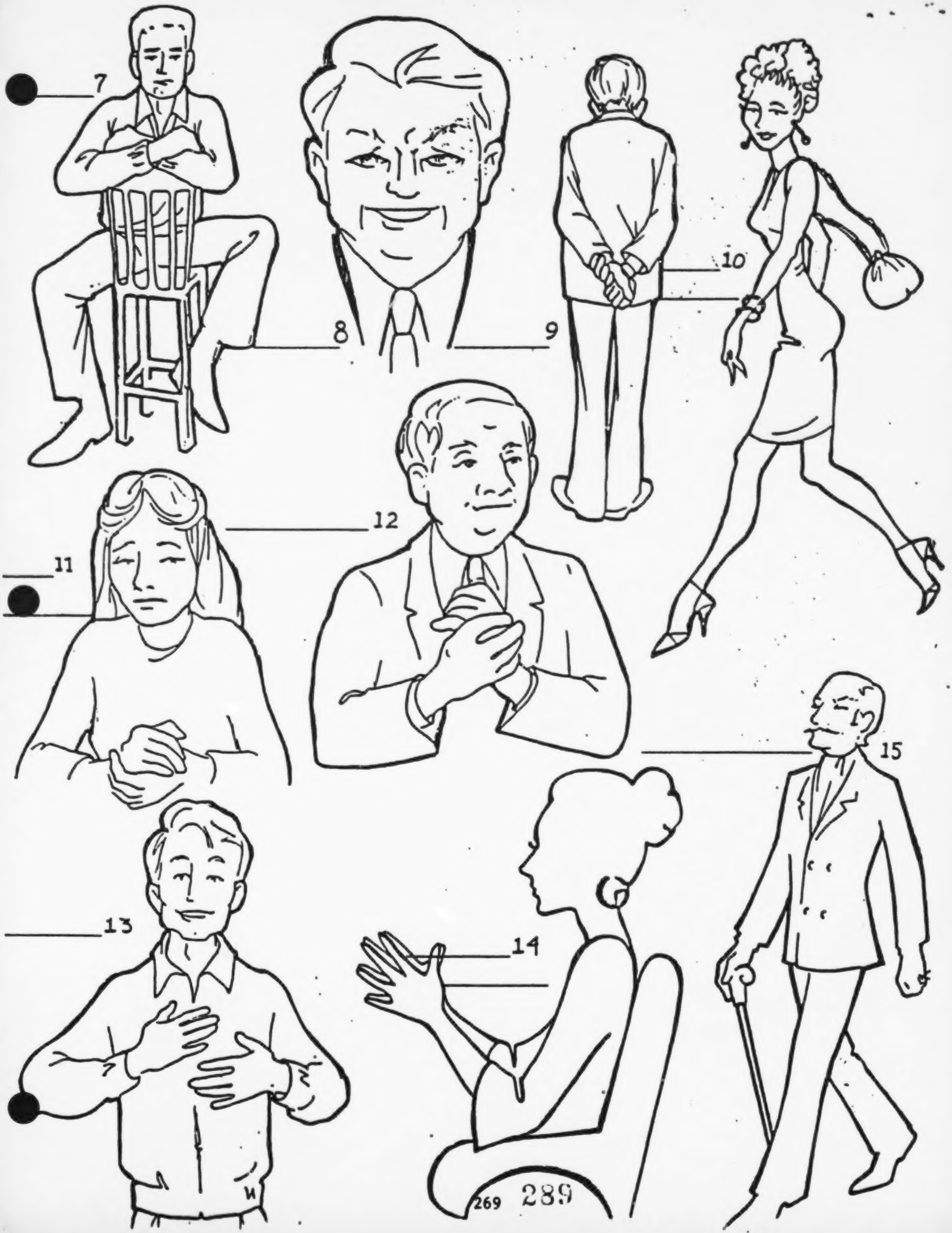








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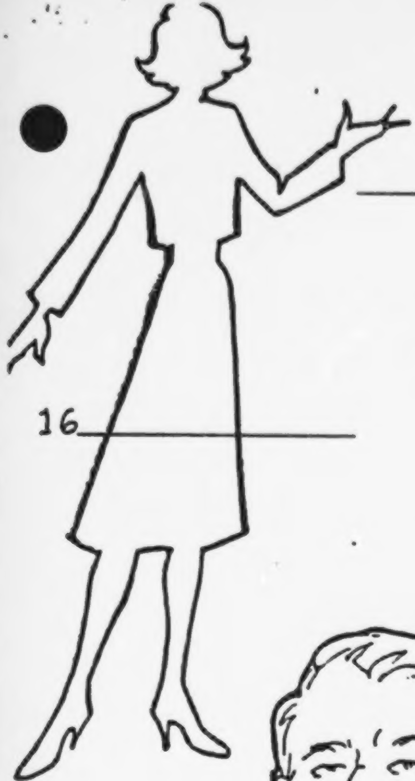

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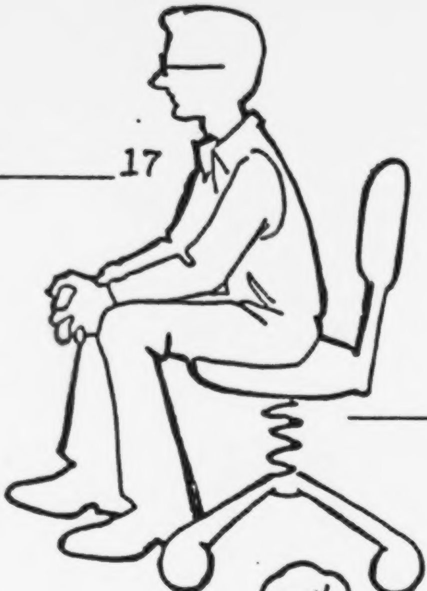

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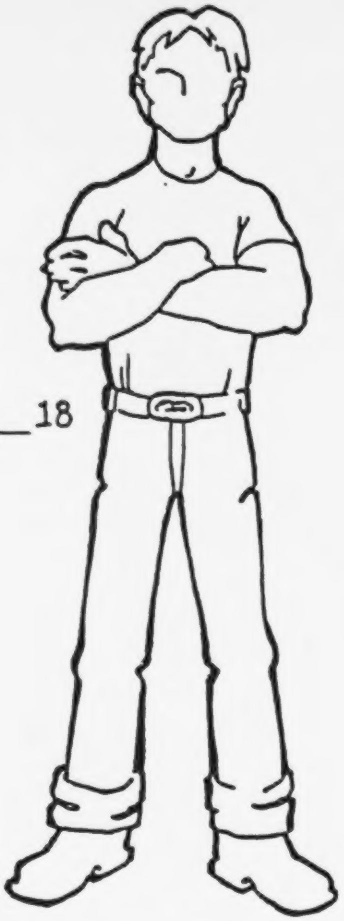

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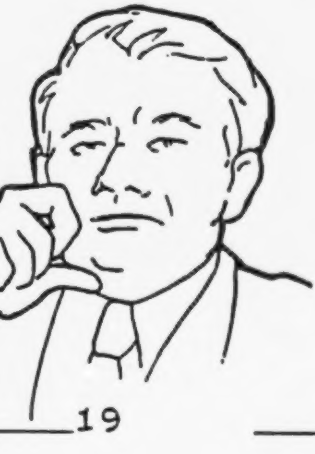

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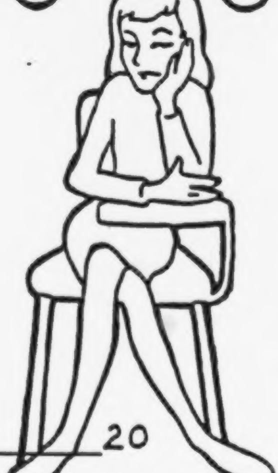

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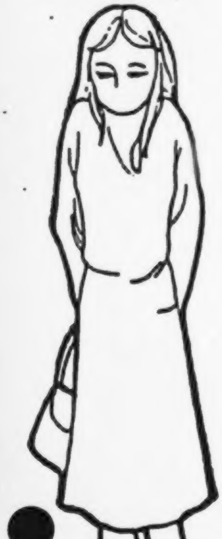

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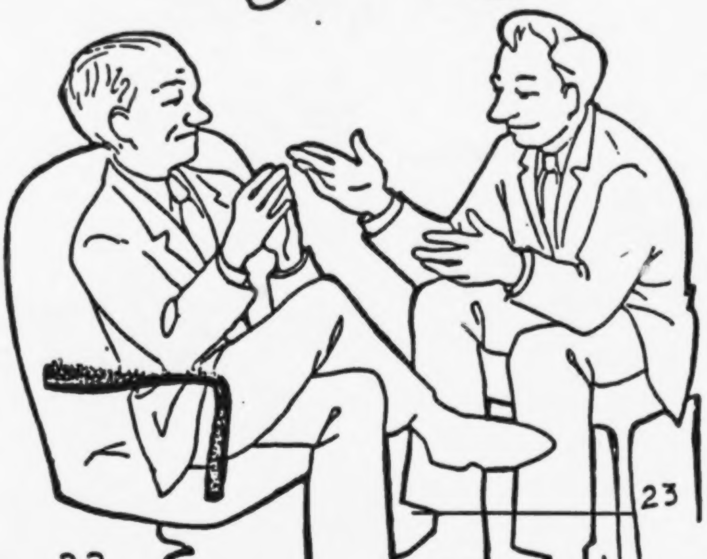

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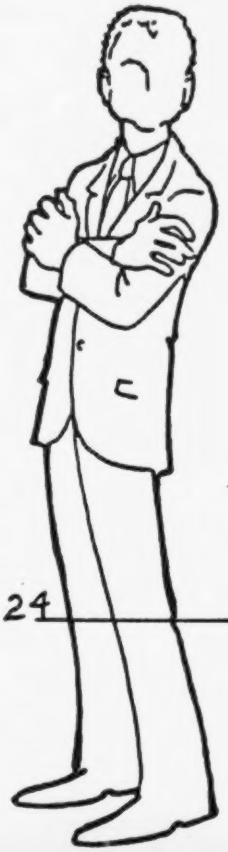

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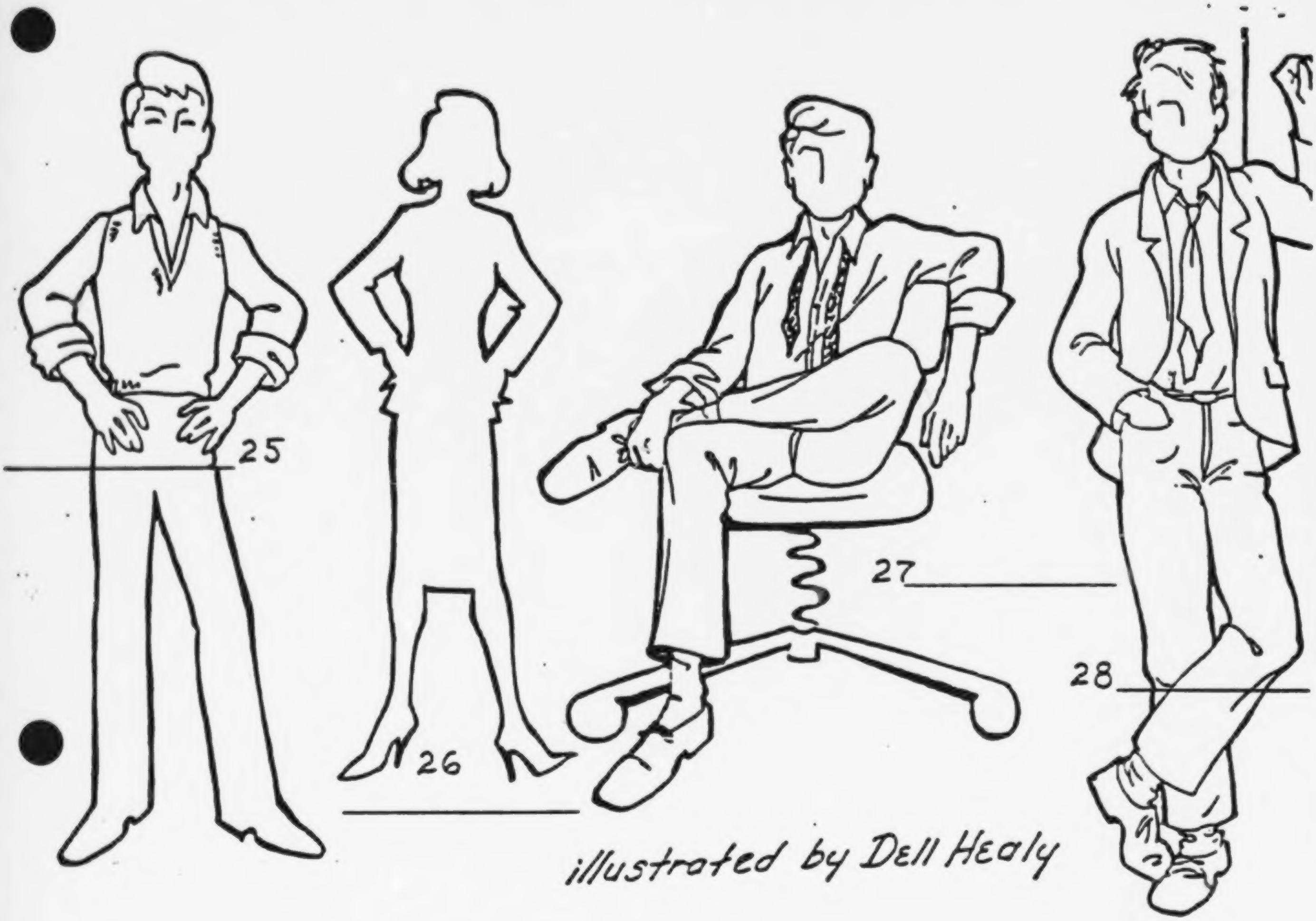


illustrated by Dell Healy

- Have teacher go over the answer key to see if your opinion agrees with the "experts" from the business world.
- How about YOUR BODY LANGUAGE? Are you sending signals that support or deny what you are trying to communicate to others?
- Think about how YOUR BODY LANGUAGE speaks to those you come in contact with each day. Teachers, administrators, parents, friends, employers, co-workers, guest speakers, etc. Think about ways you can improve your body way making sure that it is speaking to others in a positive way. Have a class discussion.

## *ANSWER KEY*

1. Defensive
2. Interest
3. Sociable
4. Anxiety
5. Superiority
6. Superior
7. Dominance
8. Insincere
9. Dejection
10. Over Dressed
11. Hand Wringing
12. Hand Rubbing
13. Honesty
14. Steepling
15. Superior Strut
16. Enthusiastic
17. Readiness
18. Aggressive/Defensive
19. Dubious
20. Bored
21. Hesitant
22. Buyer
23. Seller
24. Aggressive/Defensive
25. Readiness
26. Aggression
27. Casual
28. Sloppy

# DRESSING FOR A SUCCESSFUL INTERVIEW/CAREER

## KEYS TO BUILDING A CAREER WARDROBE

**PURPOSE:** To help students realize the importance of good grooming and proper clothes selection for interviewing for a job, and for getting and keeping a job.

**CLASS TIME:** 2 Class Periods

**INTRODUCTION:** Economy is a necessity for most working people but taste and quality are equally important. You cannot sacrifice either and be well dressed on a budget. If you are building a career wardrobe you will be purchasing classic clothes that remain in style over a long period of time, and can be brought up to date with minor alterations. It is very important to coordinate your clothes selections when planning a working wardrobe not only for economy but for time saved when getting dressed for work.

Adding accessories which enable an outfit to do double duty for a social event after work is an additional convenience. Moderation in style is another essential ingredient in selecting basics and accessories. A well cut opera pump with a medium heel will be more useful and will serve you a good while longer than a spike heeled sandal or a "fad" shoe. A well cut raincoat with a zip out lining will provide a good return on your investment but a belted leather trench coat will not. Accessories, must always reflect good taste. Nothing will destroy the look of a classic outfit faster than a tacky, poorly made plastic purse, belt or shoes. A simple brass buckle is fine for a man's belt, never a large brass one with a design on it. Large, obvious jewelry or accessories are totally out of place in a business wardrobe.

Color is an important consideration when selecting a career wardrobe. Certain colors are acceptable and professional and should be chosen with attention to the colors that are flattering to your complexion and hair. Once you determine what those colors are you will be able to build around your choices when you select coordinated additions and accessories. Beige, grey, brown, and navy are good basic colors.

Today's business woman is no longer expected to wear a severe, man tailored suit in order to fit in with her male associates. Although the skirted suit is still considered the most professional outfit, softer more feminine tailoring combined with a soft blouse is a new trend. A jacketed dress is also perfectly acceptable or a tailored well fitted dress. For men the subdued three piece suit is always professional although some situations allow, or even call for, a sport coat and slacks. In the latter case, loud plaids and checks have no place in a business office, save those for the golf course. Additional taboos for a man's career wardrobe are white shoes, /belts, wide, flowered ties, large stone set cuff links, cowboy boots, loud socks, long hair and strong after shave. Women should avoid party type, loud colored dresses, heavy make-up, too much perfume, extreme hair styles and long garish colored nails.

Fashion magazines for both men and women can be a help, but they often feature new fad clothing which is a no no for a working wardrobe. When you are planning to select additions for your career wardrobe you may find the ads in conservative business magazines more of an aid in keeping within your guidelines.

Finally, grooming is of the utmost importance. The effect of the most expensive classic outfit can be totally destroyed if the overall appearance is not meticulous. There is no substitute for clean, shining hair, well groomed fingernails, highly polished shoes, and clean, carefully pressed clothing.

All of these suggestions add up to a professional appearance and that is a key to success.

## APPROPRIATE CLOTHES FOR THE JOB

Answer the following questions concerning what would be appropriate clothing for the following careers. Discuss answers in class.

What clothes would be appropriate if you: All positions for man or woman

1. Worked as a lawyer/attorney?____________________
2. Worked as a youth director?____________________
3. Worked as a salesperson in a department store?____________________
4. Worked in a child care center?____________________
5. Worked as a mechanic at a car dealership?____________________
6. Worked as a clerk in a local grocery store?____________________
7. Worked as an anchor-woman or man for TV station?____________________
8. Worked as a principal in a large high school?____________________
9. Worked as an account executive for a large advertising firm?____________________
10. Worked as a travel agent?____________________
11. Worked in a local bakery?____________________
12. Worked as a landscaper?____________________
13. Worked as an artist?____________________
14. Worked as a newspaper reporter?____________________
15. Worked as a minister/priest/rabbi?____________________

16. Worked as a teacher?____________________

17. Worked in a health club?____________________

18. Worked as an actor/actress?____________________

19. Worked as a computer analyst?____________________

20. Worked as a carpenter?____________________

21. Worked as a receptionist in an office ?____________________

22. Worked as a doctor?____________________

23. Worked for a flower shop as a flower arranger?____________________

24. Worked as an airline flight attendant?____________________

25. Worked as a photographer?____________________

26. Worked as an administrator of a hospital?____________________

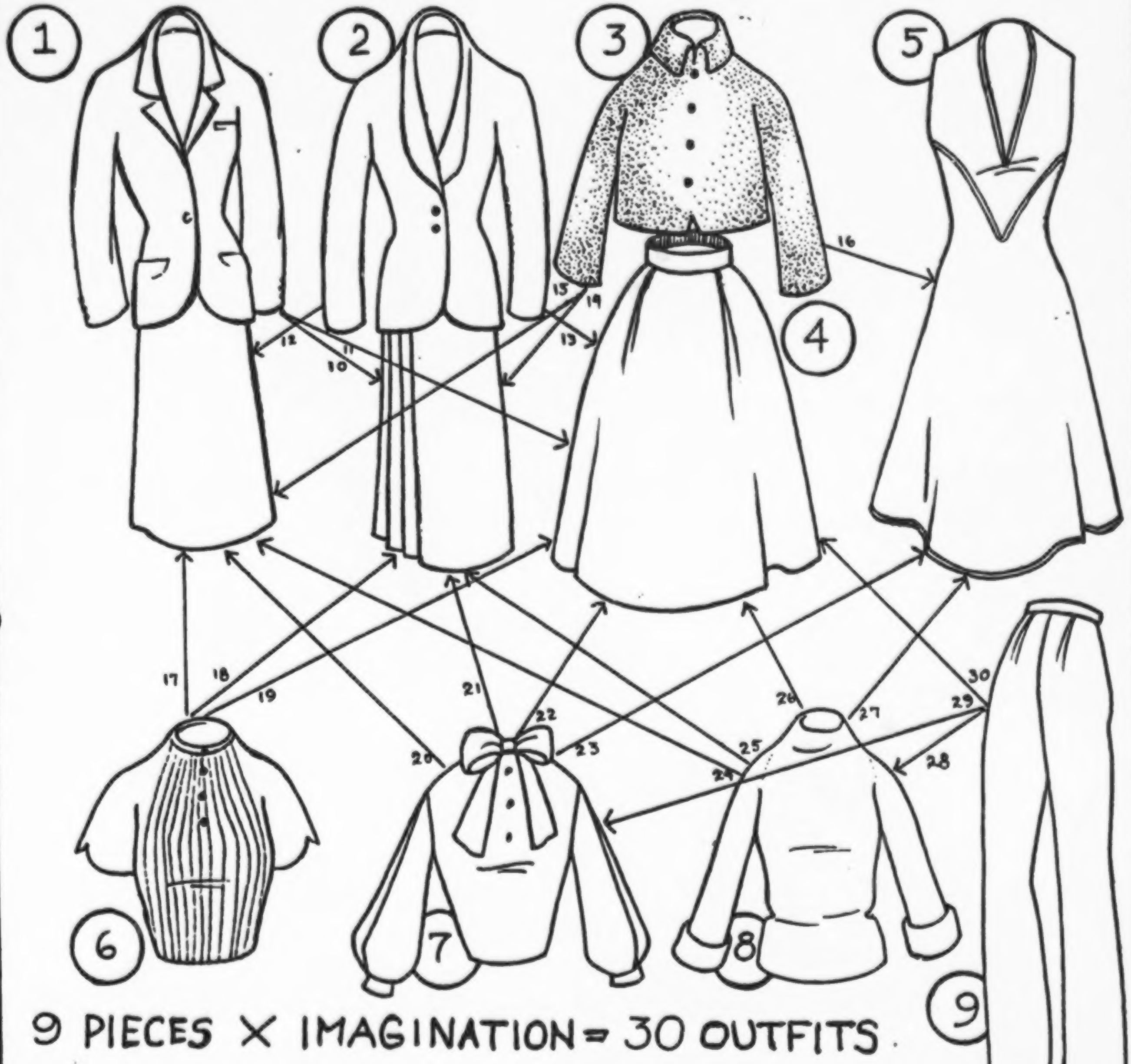
27. Worked as a host/hostess at a large restaurant?____________________

28. Worked as a secretary in the bank?____________________

29. Worked as a librarian in a public library?____________________

30. Worked as a alcohol/drug counselor?____________________

# THE MULTIPLIED WARDROBE XXXXXX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9 PIECES X IMAGINATION = 30 OUTFITS

COLOR COMBINATIONS:

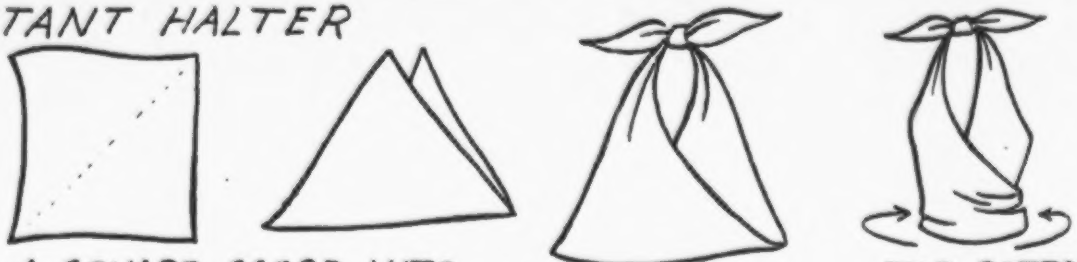
- NAVY / BEIGE / TOMATO RED.
- NAVY / GREY / RED.
- BROWN / TAN / CREAM.

prepared and illustrated
by Dell Healy

# WHAT KNOTS!

## SCARF AND BLOUSE TRICKS

### INSTANT HALTER

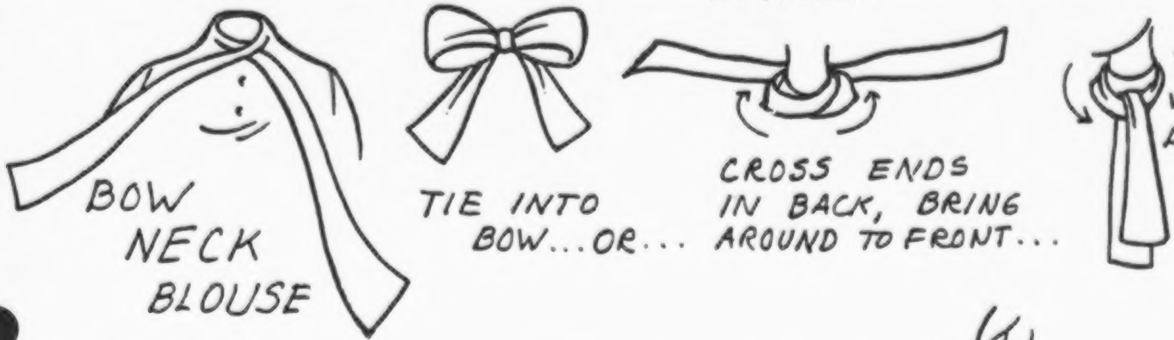


FOLD A SQUARE SCARF INTO A TRIANGLE ....

TIE ENDS AT BACK OF NECK ....

TIE BOTTOM ENDS IN BACK OF WAIST.

### BOW NECK BLOUSE

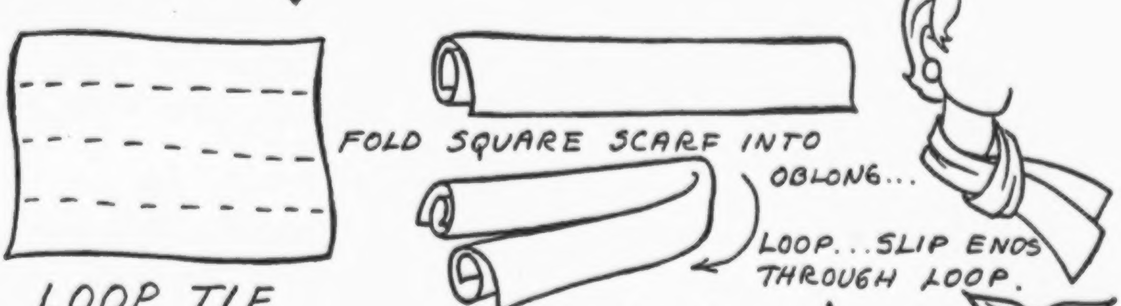


TIE INTO BOW... OR...

CROSS ENDS IN BACK, BRING AROUND TO FRONT...

LOOP INTO ASCOT.

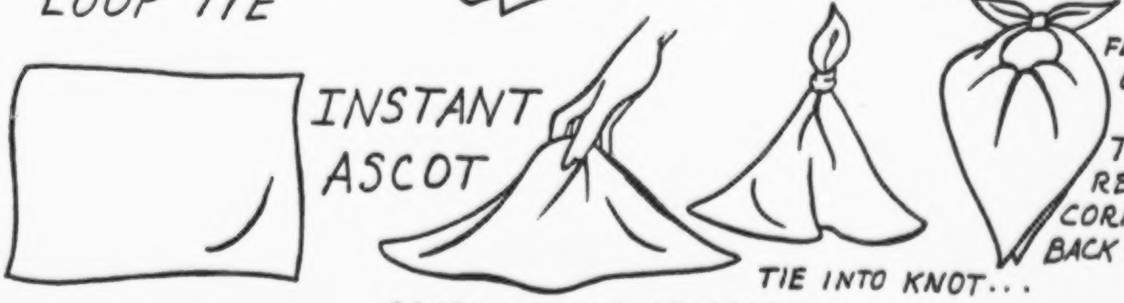
### LOOP TIE



FOLD SQUARE SCARF INTO OBLONG...

LOOP... SLIP ENDS THROUGH LOOP.

### INSTANT ASCOT

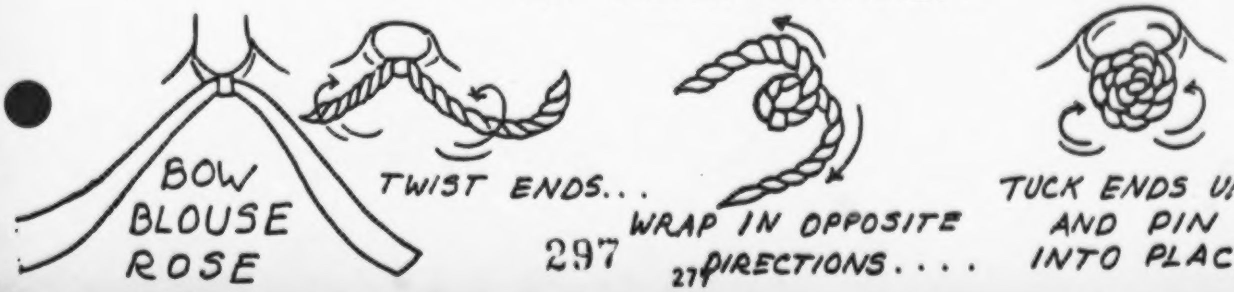


GRASP CENTER OF SQUARE...

TIE INTO KNOT...

FLIP ENDS OVER KNOT, TIE REMAINING CORNERS IN BACK OF NECK.

### BOW BLOUSE ROSE

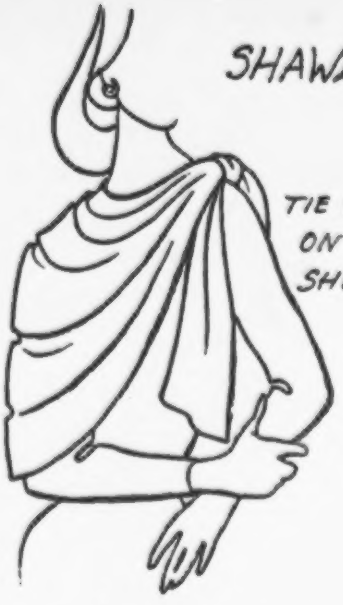


TWIST ENDS...

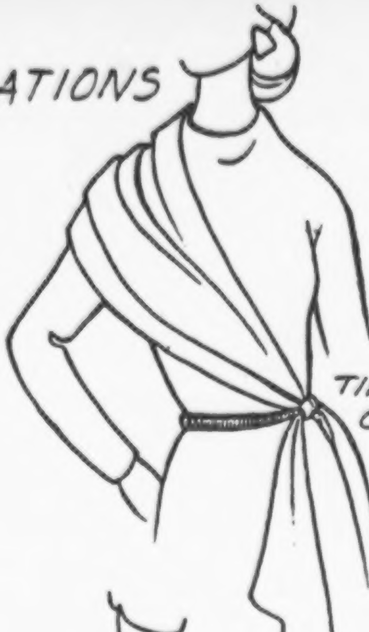
WRAP IN OPPOSITE DIRECTIONS....

TUCK ENDS UNDER AND PIN INTO PLACE.

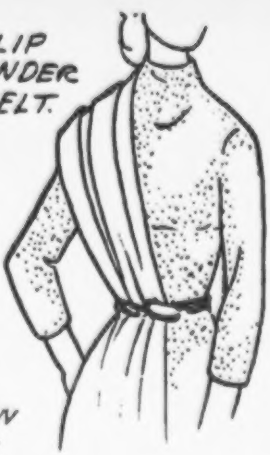
# SHAWL VARIATIONS



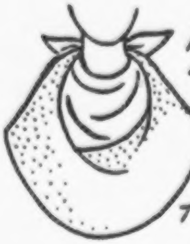
TIE OR CLIP
ON ONE
SHOULDER.



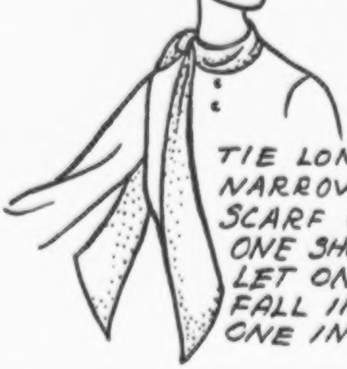
TIE OR
CLIP ON
BELT.



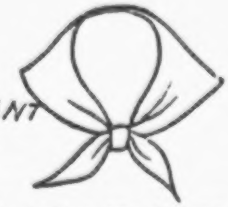
SLIP
UNDER
BELT.



FILL IN
LARGE
COWL
WITH
SMALL
SQUARE
TIED IN
BACK.

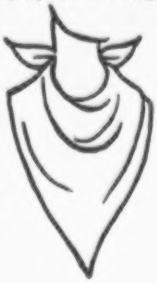


TIE LONG
NARROW
SCARF ON
ONE SHOULDER.
LET ONE END
FALL IN BACK,
ONE IN FRONT.



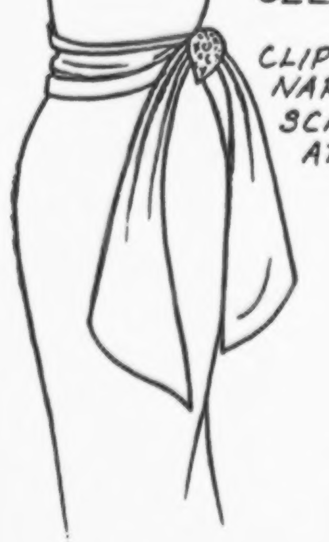
INSTANT
COWL

TIE LOW IN FRONT..:

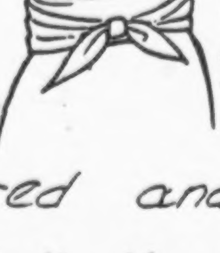


REVERSE
KNOT TO
BACK.

INSTANT
BELT



CLIP LONG,
NARROW
SCARF
AT WAIST.



INSTANT CUMMERBUND

WRAP LONG, NARROW
SCARF AROUND WAIST,
TIE ENDS IN BACK

prepared and illustrated by
Dell Healy

Session 8

## TELEPHONE TECHNIQUES

Grade 9-12

Purpose: To become more effective in using the telephone to develop job leads.

Time: To be determined by instructor. One class period at most.

Materials: Good Telephone Skills Handout, Script for phone conversation

Introduction: Discuss with the students that the telephone can be a powerful job-search tool, when used properly. As a large percentage of all communication is non-verbal, some people have difficulty making themselves understood over the phone. We hope to sharpen your telephone skills so you will make a better impression on the phone.

Activity A. Distribute "Good Telephone Skills."
Discuss these with class.

Activity B. Explain to the class that this activity is a role play situation. Divide the class into pairs. Each partner should face OPPOSITE each other so they cannot see the face of their partner. (Just as you cannot see the person you call on the phone in real life.) One student is the employer, the other a person trying to get an interview. The students may switch roles after finishing the script.

Distribute telephone script.

Instructor may wish to walk around and observe the different situations.

Closure: Have class discussion on what they learned from the exercise.

Activity C. Students may wish to role play without a script, attempting to discourage the other in their attempt to get an interview.

# GOOD TELEPHONE SKILLS

1. BE PLEASANT - Make your voice sound like you are smiling.
2. BE DISTINCT - Speak clearly and carefully, take time to pronounce your words.
3. BE NATURAL - Use appropriate language, do not use big sounding words you don't normally use.
4. BE EXPRESSIVE - Speak at a moderate pace and tone. Don't whisper, yell or use a boring tone.
5. DO NOT EAT, DRINK OR CHEW GUM WHILE TALKING ON THE PHONE.

When using the telephone for Job Searching, remember:

1. Identify yourself. State your name.
2. Ask to speak to the person in charge of hiring.
3. Ask the person to spell the name of the person in charge of hiring.
4. State the purpose of your call.
5. Ask for an appointment for an interview.
6. Get the name of the person you are talking to, write down the name.
7. Be sure to say "thank you" before you hang up.
8. ALWAYS HAVE PAPER AND PENCIL OR PEN WITH YOU BEFORE YOU MAKE A CALL.

## ROLE PLAY
## TELEPHONE SCRIPT

**Employer:** Good Morning, American Can Company, may I help you?

**Student:** Hello, my name is Sue Martin. Who is the person in charge of hiring?

**Other person:** That is Mr. Johnson.

**Student:** Will you please spell that for me?

**Other:** J - O - H - N - S - O - N

**Student:** Thank you, may I please speak with Mr. Johnson?

Click

**Mr. Johson:** Ben Johnson here.

**Student:** Hello Mr. Johnson, my name is Sue Martin. I am interested in the clerical position with your company.

**Mr. Johnson:** Sorry, we don't have that position open.

**Student:** That's OK Mr. Johnson, I would like to come in and talk with you about a future opening.

**Mr. Johnson:** I really don't expect to need someone in that position soon.

**Student:** Mr. Johnson, I made really good grades in my business courses and my teachers think I will be a super employee, I would like to talk to you.

**Mr. Johnson:** I am very busy right now.

**Student:** I'm very sorry that I called you at a bad time, Mr. Johnson, would next Tuesday be a better time to call you, say about 2 p.m.?

**Mr. Johnson:** Ms. Martin, I really don't anticipate any openings soon, I think you would be wasting your time to come in.

**Student:** I understand, Mr. Johnson, but may I call you next Tuesday just in case things have changed.

**Mr. Johnson:** Oh, very well, you may call next Tuesday.

**Student:** Thank you so much, Mr. Johnson, I look forward to speaking with you next Tuesday. Good bye.

**Mr. Johnson:** Good bye, Ms. Martin

Session 9

## PERSONAL FACT SHEET

Grades 9-12

**PURPOSE:** To compile personal information for completing job applications and resumes.

**MATERIALS:** Paper and pen or pencil.

**TIME:** One class period.

**INTRODUCTION:** Completing job applications and writing resumes require you to recall many names, dates and places. Even if you have a good memory, don't trust all of this information to memory. Written down and compiled into a well organized record, you have a personal fact sheet. This simple tool will be invaluable when applying for a job. It will also impress the employer that you are a well organized and prepared person.

Hand out PERSONAL FACT SHEETS to students explaining that the instructions are on the back.

**CLOSURE:** Students may need to get some of this information from their parents. Once the PERSONAL FACT SHEET is complete, students may wish to make several copies just in case they lose it. Students should keep this sheet with them when applying for a job.

# PERSONAL FACT SHEET

Name
Last First Middle Initial

ADDRESS
Street City State Zip

PHONE SOCIAL SECURITY NUMBER

PLACE OF BIRTH
City County State

**EDUCATION** Name Location Dates Attended Graduated Yes No

Elementary

Middle or Jr.

High

College

**WORK EXPERIENCE**

Employer Supervisor

Address Phone

Job Duties

Dates of employment, From to Final pay (mo. hr.)

Employer Supervisor

Address Phone

Job Duties

Dates of employment, From to Final pay (mo. hr.)

Hobbies

Extracurricular

Special Skills

**REFERENCES**

Name Phone

Address

Instructions for personal fact sheet:

The personal fact sheet will be very helpful to you when you prepare a resume, fill out a job application or write a letter of application.

1. Name and address.
   PRINT. Last name first. Print very neatly, be sure to include zip code.
2. Phone number, remember your area code.
3. If you attended more than one elementary school, list the last one attended. For high school, use one you are attending now or where you graduated. Remember to list the address.
4. Work experience, remember to start with LAST job first. If you have never worked, list the volunteer jobs you have done or any babysitting, helping with church activities and etc.
5. Hobbies. Listing your hobbies is helpful to the employer to give them some insight on how you like to spend your free time.
6. Extracurricular. Now for sports, clubs, band, academic honors, and other things you have done.
7. Special Skills. Here is a chance to brag about yourself. No time to be modest, but please be truthful. Do you play a musical instrument, sing, dance, or write poetry? Do you help repair broken things around the house? Many times people are not aware of these talents as skills.
8. References. Here you need at least three (3) peoples' names, addresses and phone numbers. BE SURE to ask the people BEFORE you give their name. DO NOT use relatives as references. You may need to use the back for two of the references. You might wish to use a separate sheet for references.

### Session 10

## WORKSHEETS, PAID AND UN-PAID WORK

Grades 9-12

Purpose: To assemble personal work information for future references.

Materials: Pen or pencil, paid-work worksheets and unpaid-work worksheets.

Time: One Class Period

Introduction: Just as you need the personal fact sheet for completing job application and resumes, you will also need a list of the jobs you have had. It is very hard to remember an address, even if it is just down the street, when we are tense or under pressure. We need to compile all of these jobs on a worksheet, listing the address and phone number. If you discover today that you don't remember, ask someone or complete the sheet at home tonight.

Activity: Give each student unpaid-work worksheets and paid work worksheets, some students will need more than others.

Explain: The unpaid-work worksheet is for them to list the jobs they received NO money for, like working in the church nursery, student assistant. The paid-work worksheet is for jobs for which they received money. If the student has not had a regular job, list lawn moving, babysitting, even if it is not regular. Some skills used could be following directions, how to get along well with others and teaching younger children. To get the students started thinking about what kinds of work they have done, a 5 or 6 minutes class discussion could be helpful.

We are not all created equal. Some of us have more skills than others and of different degrees. Some play the piano well, others just a little.

Here are just a few of these skills:

Answering telephone, clerical, cooking, cooperating, coordinating, copying, counting, delegating, editing, enforcing, finger dexterity, following directions, gardening, human relations, judging, listening, managing people, mathematics, memorizing, motivating, overseeing, planning, reading to others, scheduling, selling, singing, teaching, tutoring, typing, working as a team.

Closure: If your sheets are not COMPLETE, you may take them home to finish but please don't forget to have them with you tomorrow. Tomorrow we will begin the resume.

## PAID-WORK WORK SHEET

Employer________________________________Phone________________

Employer Address________________________________________________

Street City State Zip

Employed from __________ to __________ Supervisor________________

Job Title________________________Salary__________Hr., Mo., Wk.

Duties:________________________________________________________

________________________________________________________________

Skills used:____________________________________________________

________________________________________________________________

PAID-WORK WORK SHEET

Employer________________________________Phone________________

Employer Address________________________________________________

Street City State Zip

Employed from __________ to __________ Supervisor________________

Job Title________________________Salary__________Hr., Mo., Wk.

Duties:________________________________________________________

________________________________________________________________

Skills used:____________________________________________________

________________________________________________________________

## UNPAID-WORK WORK SHEET

Volunteer Job ______________________________

Company Name ______________________________

Company Address ______________________________

Supervisor's Name ______________________________

Dates Worked: From ______________ to ______________

Duties: ______________________________

______________________________

______________________________

Special Skills learned: ______________________________

______________________________

UNPAID-WORK WORK SHEET

Volunteer Job ______________________________

Company Name ______________________________

Company Address ______________________________

Supervisor's Name ______________________________

Dates Worked: From ______________ to ______________

Duties: ______________________________

______________________________

______________________________

Special Skills learned: ______________________________

______________________________

Session 11

Grades 9-12

| | |
|---|---|
| Purpose: | To better utilize the available resources for job openings. |
| Materials: | Paper, pen, Sunday newspaper, Yellow pages and phone book. |
| Time: | One class period |
| Introduction: | Explain to the students that in order to find a job, they must organize and develop a plan and work this plan. |
| Activity 1: | Students will list the places they think would be a good place to look for a job. Give them about 5-8 minutes to make their list. Later during the period, compare their list with the following. |

So, you want a job. Where do you look for a job? What kind of job do you want? What skills do you have to offer the employer?

1. Decide what kind of job you would like and do you have the qualifications to get this job. If not, make another choice. If yes, what companies employ people in this job?

   A. Using the yellow pages, make a list of these prospects, be sure to list company name, complete address, and phone number.
   One of the most effective ways to find a job is to apply directly to the company even if they have no job advertised. This is called the Hidden Job Market.

2. Do you know anyone who works for one of these companies? Do you know someone who knows someone that works there. This is called Networking and is most effective. Networking is making and using contacts. It really is who you know, not what you know that gets you the job lead.

3. Check with your school Occupational Placement Specialist in the Career Center. This person will have requests from local employers who need to hire people.

4. The local newspaper classified section. Only 15% of available jobs are advertised in the paper. Most of these jobs require special skills or have very low pay. However, the newspaper can be helpful. The Sunday paper will have the most help wanted ads. Read the entire want ad section, marking the jobs you are interested in. Make a list of the ones you contact and the results of the call.

5. Temporary Employment Services. This is a very good prospect for you. Even if it is temporary, many times people find good permanent positions by working for a temporary agency.

6. Know how to apply for a job, review the rules for dress, manners and attitude. You MUST have the right attitude.

7. With paper and pen, plan your job search, then work this plan.

Closure: Now, compare your list of places with what we have just discussed. Are they similar? Good Luck in your job hunt.

Session 12

## JOB APPLICATIONS

Grades 9-12

| | |
|---|---|
| Purpose: | To understand the importance of correctly filling out a job application. |
| Time: | One class period |
| Materials: | Job Application, black or blue pens. |

Introduction: Explain to students that they will fill out many job applications during their lifetime. Most of them there will be several applicants for the same job; therefore, it is important that their application is one of the best. Your chances of getting the job will increase if your application is properly completed.

REMEMBER:

A. Always read the entire application before you begin. This will help you better understand the instructions.
B. Use black or blue ink.
C. Print all information neatly.
D. If you make a mistake, don't scratch out. This is messy. (You may use white out).
E. Answer all questions to the best of your ability.
F. Sign and date the application.

Closure: Remind students to go back over their application to see if they omitted any information.

Collect applications. Inform students the applications will be returned the following day to be reviewed.

Activity 2.

| | |
|---|---|
| Time: | One class period. |
| Materials: | Completed job applications: |

Instructions: Inform students the job applications from the previous day are being returned but not to the original applicant. The student will:

A. Evaluate the job application.
B. Return to original applicant.
C. Discuss good and bad with application.
D. Would they hire this applicant?

Discussion of being truthful on a job application.

Divide students into pro and con groups for this discussion. You may want to remind the students that a job appliation is a legal document. With this in mind allow a short debate or discussion. It is important this discussion be kept brief due to the fact this issue can become a most complicated and personal issue.

Closure: Everyone has the right to their opinion and we need to respect this right.

# APPLICATION

Please Print

Name ______________________________ Social Security ______________

Last First Middle Initial

Address ______________________________ How long at this address? ______________

Street City State Zip

Previous Address if less than three years at above address ______________________________

Street City State Zip

Telephone (___) ______________ Emergency Information ______________________________

Name Address City State Telephone

Date of Birth ______________ State where you were born ______________ U.S. Citizen _____ Yes _______ No

Month Date Year

General Health: Poor _______ Fair _______ Good _______ Excellent _______

Have you ever had: Tuberculosis _______ Heart Trouble _______ Epilepsy _______ Back Pain _______ Dizzy Spells _______

Do you have any health limitations? _______ If yes, explain ______________________________

290 Do you have a chronic ailment? _______ If yes, explain ______________________________

Days of work/school missed in the last year _______ Family Physician ______________ Date of last visit ______________

Have you ever received Workmen's Compensation? _______ Yes _______ No If yes, Explain ______________________________

Have you ever been treated for an emotional or mental disorder _____ Yes _____ No Do you use drugs? _____ Yes _____ No

Education

| SCHOOL | NAME AND ADDRESS | FROM<br>Mo. Yr. | TO<br>Mo. Yr. | GRADUATE<br>Yes No | DEGREE |
|---|---|---|---|---|---|
| Junior or Middle | | | | | |
| Senior High | | | | | |
| College | | | | | |
| Other | | | | | |

GED ______________ Date Received ______________ Location ______________

310

311

ICAED165

**Future Schooling:** Do you plan any future schooling? ____________________

**Position Desired** ____________________ **Salary Expected** ____________ **Do you have car?** ________

**What hours can you work?** ____________ **Are there any days you CANNOT work?** ____________________

**Work Experience:**

| Dates From/To | Employer Name and Address | Supervisor | Reason for Leaving |
|---|---|---|---|
| | | | |
| | | | |
| | | | |

**Please account for any period of unemployment over three (3) months.** ____________________

**Personal References:**

| Name | Address | Phone | Occupation |
|---|---|---|---|
| | | | |
| | | | |

**Have you ever been convicted of a serious crime?** Yes ________ No ________ Explain ____________________

**I certify that the information contained in this application is correct to the best of my knowledge and understand that any falsification, omission or misrepresentation of information is grounds for dismissal. I authorize the references above to give you any and all pertinent information concerning employment, personal or otherwise and release all parties of any and all liabilities of same.**

**Date** ________________ **Applicant's Signature** ____________________

## Session 13

# COVER LETTER

### Grades 9-12

Purpose: To develop skills in writing a business letter.

Materials: Paper, typewriter, notes and sample cover letter.

Time: One class period.

Introduction: If you mail your resume, it should be accompanied by a cover letter. This letter introduces you to the employer and asks for an interview.

The cover letter should make the reader want to read your resume.

The format should be a standard business letter. Use the person's complete title, do not abbreviate. If possible address the letter to the proper person rather than Dear Sir or Madam.

The first paragraph of your letter should create attention by using one of the following:

A. Summary opening
B. Name opening
C. Request opening
D. Question opening

The middle paragraph should create desire. There are several ways to do this, some are:

A. Education
B. Work experience
C. Interest in the company
D. Ability to work with others

The closing paragraph calls for action, just as in sales, this is the time to close the sale. This is also a good place to ask for an interview. By closing with a question, you will encourage a reply.

Don't forget to sign your letter.

Hint: If you use the same good quality paper for the resume and cover letter with matching envelopes, you have an added professional touch.

Closure: It is always a good idea to have someone proof read your letter.

# SAMPLE COVER LETTER

213 Walker Drive
Masters, Florida 32456
May 4, 1989

Ms. Susan King, Personnel Manager
American Can Company
594 West Center Circle
Masters, Florida 32845

Dear Ms. King:

I enjoyed meeting you on career day at Somner High School. I have given serious thought to the information you shared with me, and I would like to discuss this in more detail. I especially like the policy of promotion from within.

As my enclosed resume will indicate, I have taken some courses in business education in which I did very well. These courses should prove most helpful in the job as general office clerk.

May I have an interview to discuss my qualifications with you? Please telephone me at (407) 241-5678 after 12:00 noon and suggest a time which will be convenient for you.

Sincerely,

Janice Daniels

Enclosure

## SAMPLE COVER LETTER

213 Walker Drive
Masters, Florida 32456
May 4, 1989

Ms. Susan King, Personnel Manager
American Can Company
594 West Center Circle
Masters, Florida 32845

Dear Ms. King:

I am interested in applying for a position as general office clerk. I have excellent secretarial skills and have enclosed my resume for your consideration.

I will graduate June 8, from Somner High School. As you will see on the attached resume, I have taken some classes in business education which should prove most helpful in this job.

May I have an interview to discuss my qualifications with you in greater detail? Please telephone me at (407) 241-5678 after 12:00 noon and suggest a time which will be convenient.

Sincerely,

Janice Daniels

Session 14

Grades 9-12

Purpose: To develop skills in compiling personal job information.

Time: One class period

Materials: Pen or pencil, Personal Fact Sheet, Worksheets (paid and unpaid work), resume worksheet.

Introduction: This resume worksheet is very important because it is from this sheet of information that we will write our resume.

Job goal or job objective is the name of the job you are applying for.

Work Experience. List most recent job first. Be brief but no abbreviations. Use action words, some are listed at bottom for you.

Volunteer Experience. This is important because it shows the employer that you gave your time to help others.

School Activities. Here you may have to leave some of the lesser ones off because we don't want to have too many here.

Hobbies. These are important because they too will indicate your skills.

References. On the back of your resume work sheet, list the names, addresses and phone numbers of three people who are NOT relatives or people you own age for references. You should always ask these people for their permission to use them as a reference. You may list teachers, neighbors or parents of your friends. The references are to be a SEPARATE SHEET of paper.

Closure: Now, with this information, we will construct the resume in our next class meeting.

# RESUME WORK SHEET

Name ______________________
Address ______________________
______________________
______________________

Job Goal or
Job Objective ______________________
______________________

Work Experience ______________________
______________________
______________________
______________________
______________________
______________________
______________________
______________________
______________________

Volunteer ______________________
Experience ______________________
______________________
______________________

School ______________________
Activities ______________________
______________________
______________________
______________________

Hobbies ______________________
______________________

Education ______________________
______________________

Resume Power Words:

Adapted, arranged, assisted, built, budgeted, created, coordinated, completed, calculated, counseled, coached, designed, directed, delegated, distributed, earned, expanded, estimated, filed, fixed, furnished, gathered, initiated, intensive, managed, modified, negotiated, originated, participated, performed, planned, presided, programmed, reduced, revised, solved, started, suggested, tabulated, wrote.

# RESUME HINTS

1. WRITE IT YOURSELF
   You will be better prepared for the interview.

2. STATE JOB OBJECTIVE AT BEGINNING

3. EXPLAIN SPECIFIC DUTIES AND RESPONSIBILITIES FOR EACH POSITION

4. INCLUDE ANY OUTSTANDING INDIVIDUAL ACCOMPLISHMENTS

5. CHECK YOUR GRAMMAR AND SPELLING

6. DO NOT INCLUDE NEGATIVE STATEMENTS

7. DO NOT LEAVE JOB GAPS
   This raises a question with the employer.

8. DO NOT LIST PERSONAL INFORMATION
   The exception is when the job requires a certain height and weight.

9. DO NOT LIST REFERENCES ON RESUME

10. MAKE IT COMPLETE, BUT BRIEF. KEEP TO ONE PAGE

Session 15

Grades 9-12

Purpose: To develop skills in compiling and writing personal job qualifications in an acceptable format.

Materials: Completed resume worksheet, pen. Sample resume.

Time: Two class periods.

Introduction: Begin by asking the students if they have ever wanted to write a paper about themselves, the way they wish others would see them? Now is their chance! A RESUME is really a paper about how you see yourself and how you wish the employer to see you. A resume is a tool used to get you that interview. Writing a resume means work, hours of work for a quality product. You will probably write and rewrite, tone down, eliminate and rearrange many words before the completed resume. This is the time to brag on yourself, stick to the facts but make the facts sound good.

You may find the sample resume helpful in describing your jobs.

Closure: When you have finished, have someone read your resume and offer any suggestions they may have.

Assignment: Using the format in the sample resume, you are to type your resume. If you don't type, please find someone to type it for you.

If you want the resume to have a professional appearance, use quality bond paper or resume paper.

# SAMPLE RESUME

**Janice Daniels**
**213 Walker Drive**
**Masters, FL 32456**
**(407) 241-5678**

| | |
|---|---|
| JOB GOAL: | To obtain a position as general office clerk. |
| WORK EXPERIENCE:<br>Aug. 1987 - June, 1988 | Junior Class Secretary<br>Somner High School, Masters, Florida<br>Responsible for the minutes of all meetings and checking the eligibility of officer candidates. |
| Dec. 1987 - Present | Hostess<br>Red Lobster Inn, Weekends only.<br>Greet customers entering the restaurant, determine the number of persons to be seated together, select table and escort them to the table. Must keep the workload equal among the waitresses. |
| SCHOOL ACTIVITIES: | Junior Class Secretary, 1987 - 88.<br>Future Business Leaders of America<br>Chorus<br>National Honor Society |
| HOBBIES: | Water Ski<br>Play Piano<br>Read Novels |
| EDUCATION: | Senior at Somner High School, will graduate June, 1989.<br>Class rank, 79 in class of 467.<br>Courses in Typing, Data Processing, Office Procedures and Practical Business Skills. |
| REFERENCES: | Furnished upon request |

# THE JOB INTERVIEW

**PURPOSE:** To help become aware of all the different aspects involved in a Job Interview and to learn the importance of knowing:

a) about the company /employer b) questions to ask employer
c) what materials you will need d) what to wear
e) the proper way to handle an interview (time to arrive, skills, etc.)

**CLASS TIME:** 1 Class Period

**INTRODUCTION:** This is an exercise to help student determine how well they would do on an interview. Have students complete the following statements about interviewing for a job by selecting the best answer. Have class discussion.

1. It is best to arrive for an interview:

   a) a half hour early
   b) 5 to 10 minutes early
   c) exactly on time

REASON: ______________________________

______________________________

2. Go to an interview:

   a) with a friend
   b) with someone who works for the company
   c) by yourself

REASON: ______________________________

______________________________

3. When talking to an interviewer:

   a) avoid eye contact
   b) look around the room
   c) look at the interviewer

REASON: ______________________________

______________________________

4. If the interviewer asks about your skills/qualifications:

   a) go for it; brag about your accomplishments
   b) briefly talk about your accomplishments
   c) say I really am not sure

REASON: ______________________________

______________________________

5. If you are unsure or do not know the answer to a question:

   a) simply say I do not know the answer
   b) try to come up with a reasonable answer
   c) change the subject to something else

REASON: ______________________________

______________________________

6. To hide being nervous:

a) chew gum and make it crack
b) get up and walk around the reception room
c) think about something that will relax you

REASON: ______________________________

______________________________

7. When speaking to an interviewer:

a) mumble
b) speak softly
c) speakly clearly

REASON: ______________________________

______________________________

8. If you don't have the skills needed for a certain job:

a) tell them that you can do the job
b) tell them you do not have the skills
c) try hard to get them off the subject

REASON: ______________________________

______________________________

9. If you have been fired from another job, and the interviewer asks why:

a) blame it on someone else
b) lie about it
c) tell the interviewer what happened

10. The purpose of a job interview is to:

a) let everyone know how lucky they would be to have you as an employer
b) convince the employer that you are the right person for this job
c) to let them know how desperately you need the job

REASON: ______________________________

______________________________

# INTERVIEW ROLE PLAYING

PURPOSE: To enable students to get the feel of interviewing for a job. Giving other students the opportunity to experience what it looks like from the employers point of view as they give constructive criticism or feedback.

CLASS TIME: At least 2 class periods

INTRODUCTION: Interviewing is a face-to-face meeting with a representative of the firm for which you would like to work. For the employee this is a very important opportunity to present yourself in a positive manner. For the employer, the interview is used to get information about you as a person, about your qualifications and finally to determine if you are the right person for the job. Hopefully these role playing situations will help you learn the proper way to interview for a job, and also how to dress for the interview.

DIRECTION: Assign or ask for volunteers to role play the following situations. There will be two (2) roles for each situation - the prospective employee and the interviewer. Try to do situations each class period allowing time after each role play for the other students to give constructive criticism. Use a VCR to record and play back for class to give constructive criticism.

| | | |
|---|---|---|
| SITUATION A: | PROSPECTIVE EMPLOYEE: | Applying for the Accountant position at the Barnett Bank |
| | INTERVIEWER: | Mr. Jack Barton, Supervisor of Personnel |
| SITUATION B: | PROSPECTIVE EMPLOYEE: | Applying for Legal Secretary position at Barr/Hamond/Frey, Attorneys |
| | INTERVIEW: | Attorney Rose Barr |
| SITUATION C: | PROSPECTIVE EMPLOYEE: | Applying for a Steward/Stewardess position with Delta Airlines |
| | INTERVIEW: | Donald Smith, Supervisor of in flight personnel |
| SITUATION D: | PROSPECTIVE EMPLOYEE: | Applying for the Photographer position at the Orlando Sentinel |
| | INTERVIEW: | Jane Martin, Supervisor of Personnel |

Others class might want to do

The remainder of the class who will be doing the constructive criticism needs to be aware of the following things:

- Good eye contact
- Body language
- Speaking clearly
- How they answer the questions (yes/no or more detail)
- Are they prepared for the interview
- Are they relaxed and attentive to the interview
- Are they chewing gum
- How well did they present themselves (sale/qualifications)
- Did they thank the interviewer for his/her time

## INTERVIEWER'S QUESTIONS:

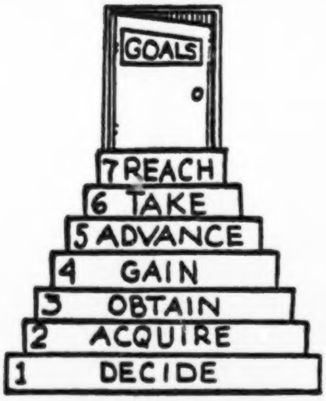
1. Tell me about yourself
2. Why do you want to work for us?
3. What do you expect to be doing in five years from now?
4. How would you handle a difficult employee?
5. What motivates you?
6. What have you learned from your mistakes?
7. What type of boss do you prefer?
8. What do you know about this company?
9. How do you feel about your last job?
10. What is your greatest strength? Weakness?
11. Are you willing to relocate?
12. Do you prefer working by yourself or with others?
13. Are you willing to travel on the job?
14. What type of salary do you expect?
15. Why did you leave your last job?
16. How well do you work under pressure?
17. Which is more important: the money or the job?
18. Could you get recommendations from previous employer?
19. What subjects do you feel helped you the most? The least?
20. Why do you think you would like this particular job?
21. Can you take constructive criticism without feeling upset?
22. What do you think it takes to be successful in a company such as ours?
23. What do you regard as particularly strong points in your character or personality?
24. How did your previous employers treat you?
25. What is you understanding about the nature of this job?
26. What do you feel would be the most satisfying part of this job? The least?
27. If you could create you ideal job, what job would you create?
28. What did you like most/least about you last job?

## POINTS TO REMEMBER:

KNOW WHAT YOU HAVE TO OFFER - BE CONFIDENT
SELL YOUR ABILITIES EVERY CHANCE YOU GET
BE ENTHUSIASTIC
KEEP A STRONG VOICE
BE NICE TO THE RECEPTIONIST
AVOID ONE WORD ANSWERS
KEEP GOOD EYE CONTACT
ASK QUESTIONS
PRESENT A NICE APPEARANCE

# SEVEN STEPS TO CAREER SUCCESS . . .

## WITH EDUCATION AS THE KEY!



Career success is the goal of the majority of people entering the business community. Achieving success is possible only with the necessary skills and proper planning. You will find the steps to the top easier to climb if you take them one at a time.

Take the first step: DECIDE ON A CAREER OBJECTIVE. You must consider your talents, interests and personality when making this decision. You will only be successful if your career is interesting to you and fulfills your needs. Another consideration would be the availability of jobs in your chosen field, especially in your area. If there are more entry level jobs in a related field, consider beginning in one of those. The career field you choose is your foundation. If you are suited to your choice, and happy with it, you will find many obstacles easier to overcome and any sacrifice worth while.

Step two: ACQUIRE AN EDUCATION. Even though you may have a natural talent and some self acquired skills in your chosen field, an education is a basic requirement of the majority of entry level jobs. Furthermore, it is an absolute necessity if you don't want to remain locked into a dead end situation. If time and/or funds are a problem seek a solution (there are many). A student loan or grant, working during the day and going to school in the evenings are a few. Taking a minimum number of courses each semester, going through a short term program or acquiring an Associate Degree in two years are others.

Step three: OBTAIN AN ENTRY LEVEL JOB. An entry level job in your field will enable you to learn at a slower pace during "on the job training" period. Middle management level jobs require not only education and skills but EXPERIENCE. Don't expect to skip this step as it is essential to building a good foundation for career growth. Expecting too much before you are qualified will result in passing up opportunities with potential for advancement.

Step four: GAIN KNOWLEDGE AND SKILLS ON THE JOB. How much you learn depends largely on you. How many responsibilities are you willing to take on? How many tasks are you willing to learn? How good are you at keeping your eyes and ears open and being available to help out in an emergency? How many manuals and trade publications do you read on your own time? How well do you follow directions and adhere to procedures on the job? Do you ask the advice of your supervisor or associates when you're not sure of a procedure? If you feel there may be a more efficient way of accomplishing a task, do you share this information with your supervisor? Your job should be an education itself where you can further develop the skills you learned in school and acquire more.

Step five: ADVANCE TO YOUR GOAL THROUGH PROMOTIONS. After a while you will feel comfortable with your responsibilities. The newness of your situation will have passed and you will feel confident. Be careful not to allow this confidence to become a rut. The ease you feel in handling your tasks could prevent you from striving for a promotion (and added responsibilities). The efforts you made in step four have prepared you for a promotion and if you are not offered one ask your supervisor about the possibility. If you are with a company that encourages growth, ambition will be rewarded. If you find after a reasonable length of time (about a year) that there is no potential for advancement it is time to up-date your resume and consider a new employer. (Notice I said potential). There are some situations where promotions are slow in coming but worth the wait. If looking for a new job is necessary don't resign from your present one until you have found a new one and always allow time to give sufficient notice to your employer.

Step six: TAKE ADDITIONAL COURSES. When you have reached a level of advancement with which you are comfortable you are ready to move even closer to your ultimate goal. This is the appropriate time to consider additional education to prepare you for . . . .

Step seven: CAREER SUCCESS!!! You have reached your goal! Through education, skills, professionalism and hard work you have climbed to the seventh step. Along the way, however, you have acquired more than education and expertise . . . . you have become a professional! You have learned to master techniques necessary for promotions. What are these techniques? Apart from your job description, they would include getting along with your supervisors and associates, occasionally working under pressure, exercising self discipline, taking pride in your work and your appearance, maintaining an even-tempered pleasant attitude, and many others too numerous to mention. This is called professional conduct. Combine education, skills and professionalism and you have the tools to reach that ultimate goal . . . . . . . CAREER SUCCESS!

prepared by Dell Healy

# How To Achieve A Straight A Interview

- Abilities
- Appearance
- Application
- Attitude

ABILITIES start with your talents and interests which have been a guide in furthering your education. The first factor an employer takes into consideration is your ability to do the job. This is based upon a combination of your training and experience. Additional or specialized education will often compensate for a lack of actual job experience. Volunteer work is considered experience by many employers, especially if you have obtained a letter of recommendation from your supervisor. Being currently enrolled in a college, even on a part time basis, also shows ambition and a serious interest in advancing your career.

APPLICATIONS are necessary when contacting an employer. This would include your cover letter, (your FIRST point of contact), your resume (which outlines your qualifications) and the actual application form supplied by the employer. Since you will provide these before the actual interview is held they give a FIRST impression of you and your abilities. For this reason they must be perfect. This means grammatically correct, neat, thorough and professional in format.

APPEARANCE counts!! It's the first visual impression you give a future employer and it frequently determines the final outcome of your interview. Managers and personnel officers take a dim view of anyone who is not professionally dressed and well groomed. Your appearance reflects your self image. It also reflects respect for your interviewer and should give you the advantage of starting your interview off on the right foot.

ATTITUDE either projects your capabilities or conceals them. Naturally, you'll want to make your interviewer aware of your intelligence but you'll also want them to know you have a willingness to take on new responsibilities. An enthusiastic attitude is the best way to exhibit this quality. Enthusiasm is displayed by the way you speak, the tone of your voice, the expression on your face and your physical posture. Attitude is apparent not only through body language but the way in which you answer questions and ask questions about the job requirements. It's apparent through the way you handle the closing of your interview and, finally, your follow up over the next few days.

prepared by Dell Healy

# *INTERVIEW MANNERS*

PROFESSIONAL DRESS is an important factor in having a successful interview and making a good first impression.

PROFESSIONAL MANNERS are an equally important factor for the interview and a good lasting impression.

HERE ARE SOME GUIDELINES TO KEEP IN MIND:

- Arrive a few minutes early for your interview, allowing time to fill out an application. If you are unavoidably delayed, telephone your interviewer, inform him/her that you will be late, state what time you will be able to arrive and ask if it will disrupt his/her schedule. Never skip an interview without calling. If, due to unavoidable and extreme circumstances, you must cancel your appointment call as early as possible prior to the established time.
- Be pleasant to everyone with whom you come in contact. Thank anyone who assists you in any way -- offers you a chair, directs you to the proper department, introduces you to the interviewer, etc.
- Refrain from smoking while waiting for your interview unless ash trays are provided. (It's advisable to refrain from smoking during the interview under any circumstances).
- Never place your purse, briefcase or any other objects on anyone's desk. Your resume, your application or examples of your work would be exceptions, but hold these in your possession until the proper time.
- Refrain from any personal grooming while waiting for your interview (hair combing, nail filing, etc.).
- Never chew gum either before or during the interview.
- Answer all questions completely on the application. If a question does not apply put N.A. (not applicable) or draw a line in the space. PRINT your answers for readability.
- Never use anyone as a reference on your application without asking permission. THERE ARE NO EXCEPTIONS TO THIS RULE.
- Answer the interviewers questions completely (without rambling on). Avoid one word answers. Maintain eye contact (never wear sunglasses). Speak clearly, don't mumble. Think before you speak.
- Sit correctly in your chair, don't slouch or perch on the edge of it.
- Upon conclusion of interview thank the interviewer for his/her time and exit promptly. The applicant who drags out an interview is taking valuable time away from the interviewer and appears to be unprofessional and inconsiderate.
- When leaving the outer office, thank anyone who assisted you upon your arrival and bid them a pleasant good-bye.
- Write a follow up thank you note to your interviewer within 48 hours -- even if you did not get the position. It may lead to another opening and, in any case, it's simply good manners.

# APPLICANT INTERVIEW QUESTIONS

Have you ever been asked, during an interview, if you have any questions? Did you find yourself at a loss for words? Here are a few questions which may be useful next time the situation arises. Of course, some would be appropriate to your particular interview and others would not, only you can be the judge of which would apply. Going over this list and conducting a mock interview in your mind will help you to feel more at ease in the future.

Where could my career path lead with this company?
Do you have in-house training for advancement?
Do you have a tuition reimbursement plan if I further my education.
How often do you have a salary review?
How long would I be on a trial basis until I am considered a permanent employee?
Do you have a benefit package? ....... if not? .....
Do you have employee paid insurance available?
Does this position require travel?
Does this position require overtime ..... how frequently?
Is the overtime compensation in the form of salary or compensatory time off?
Is this an hourly wage or weekly wage?
What could I expect my salary to be in one year? (This could be a clue to the current wage you would be earning)
Do you give an annual performance appraisal?
Do you offer stock options to your permanent employees?
May I adjust my hours so that I can continue my education?
May I see the area or department in which I would work?
May I speak to the supervisor in that department so that I can get a better understanding of the position?
In what order of importance do you base performance; skills, flexibility, adaptability, communication with associated clients, leadership qualities?
What is the single most important strength of an applicant as far as this job is concerned?
Do you require/encourage affiliation with organizations related to this field?
How long has the employee with the most seniority been working with this company?
Do you have adequate free parking facilities?
Do you have an area where employees may eat lunch?
Do you have a dress code?
If employees must wear a uniform do you provide it or provide a uniform allowance?
Do you offer employees a bonus for new production ideas?
Is there a ruling against family members working for the same company?

## INTERVIEWING FOR THE RIGHT JOB

### What is the purpose of an Interview?

The main purpose of the interview is for the employer to select and hire the best possible person for the job. As you think about the statement (purpose) then you realize that the employer is holding the camera and calling the shots. During the interview however, the camera is focused on you and how you respond to the questions, and what kind of body language you use during the interview provides the picture the employer keeps.

Always remember that it is the employer who invited you to the interview, who has determined the kind of interview it is, who has selected the person or persons who will interview you, and who has decided upon the criteria for selecting employees to work for the company. It is the employers show - but for the duration of the interview you are the star of the show.

Interviewing has many important areas, such as:

- Learning how to communicate with others
- Learning about your personality/personality traits
- Learning about your interests and values
- Learning how to dress for success
- Learning about the importance of good grooming
- Learning how your body language gives off signals both positive and negative
- Learning how to respond if you are rejected for the job and reasons for not being hired
- Learning how to act or react on a job once you get it
- Learning how to know what an employer expects from you
- Learning how to leave a job - the right way and the wrong way

This is what this unit is all about and I hope you learn from these activities and that you have fun while you are learning.

Session 17

## FOLLOW-UP LETTER

Grades 9-12

| | |
|---|---|
| Purpose: | To develop skills in business etiquette. |
| Materials: | Paper, typewriter, notes. |
| Time: | One Class Period |
| Introduction: | Begin by telling the students that they should ALWAYS write a thank you or follow-up letter after an interview.<br>As the resume and cover letter should be typed, it is perfectly acceptable to write the thank you letter using black or blue ink. If you write the letter rather than type, be sure your handwriting is very neat. Remember, this represents you. |
| Closure: | It is a good investment to buy a package of good quality stationary with matching envelopes. This gives a professional touch. |

# SAMPLE FOLLOW UP LETTER

213 Walker Drive
Masters, Florida 32456
June 4, 1989

Ms. Susan King, Personnel Manager
American Can Company
394 West Center Circle
Masters, Florida 32845

Dear Ms. King:

Thank you for talking with me yesterday about the position of general office clerk. You gave me a very good picture of what would be expected of anyone who fills this position. You also explained the many benefits American Can Company offers its employees.

The personal references you requested are being sent by separate mail. They should be in your office by the end of this week.

I am very much interested in the position you have available and hope that you will consider my application favorably. Please let me know if I may provide you with any additional information.

Sincerely,

Janice Daniels

# APPENDICES

# NEEDS ASSESSMENT

The needs assessment instrument is a locally developed survey intended to provide information for evaluation or change of the guidance program. A properly developed instrument allows the community,parents, students and staff to give feedback for program planning.

The results may be used to establish priorities, eliminate or create services as suggested by the needs analysis. They may be used to emphasize different components at different levels. An additional benefit of the needs analysis or assessment process is one of informing the population regarding the scope of our services.

Some cautions in developing a needs assessment:

1. Include only items you are willing to deliver.
2. Use statistically acceptable means of sampling.
3. Keep surveys simple to promote a high return rate.
4. Use a five point rating scale to help differential opinion. If mailing any assessments, provide self-addressed stamped envelopes for return.
5. Make sure the needs assessment instrument is designed to give you the types of information needed for change.
6. Pilot the instrument with a small sample to test it for accuracy and comprehension.
7. Consider use of computer or scan scoring of data.

Two sample needs assessments are included which may serve as the core of a needs assessment for your school. Specific schools may want to include additional items to adequately assess their particular situation.

Be cautious in development so that a needs assessment will not "lock you in" to a specific service delivery option, i.e. - curriculum, night program, consultation, etc. Attempt to phrase items in terms of "student outcomes" or "parent needs" instead of counselor behaviors.

## Sample #1 – Needs Assessment/Evaluation

You are being asked to assist us in planning for the future of counseling and guidance services at school. The results will be used in development of priorities for all students.

1. I am a

a) teacher b) parent c) student
d) administrator e) community business member

2. School level

a) 9 b) 10 c) 11 d) 12 e) post-secondary

Now it's your opinion!

| Please respond using the following to rate importance or priority: | Please rate the effectiveness on the basis of your experience: |
|---|---|
| 5 - Highest Priority | 5 - Excellent |
| 4 - Very Important | 4 - Very Good |
| 3 - Necessary | 3 - Good |
| 2 - Optional | 2 - Needs Improvement |
| 1 - Not Needed | 1 - No basis for judgment |

| I. **Learning** | **Priority** | **Current Effectiveness** |
|---|---|---|
| Students should: | | |
| 1. become more aware of educational alternatives after graduation. | 5 4 3 2 1 | 5 4 3 2 1 |
| 2. learn to make good use of free time. | 5 4 3 2 1 | 5 4 3 2 1 |
| 3. learn more about high school. | 5 4 3 2 1 | 5 4 3 2 1 |
| 4. receive help in selecting courses for high school. | 5 4 3 2 1 | 5 4 3 2 1 |
| 5. know about financial aids for college and job training. | 5 4 3 2 1 | 5 4 3 2 1 |
| 6. understand standardized test scores. | 5 4 3 2 1 | 5 4 3 2 1 |
| 7. be aware of services available in the school and community. | 5 4 3 2 1 | 5 4 3 2 1 |
| 8. know how much education and training will be needed for the occupations of interest. | 5 4 3 2 1 | 5 4 3 2 1 |
| 9. take responsibility for developing plans that will help reach educational and/or occupational goals. | 5 4 3 2 1 | 5 4 3 2 1 |
| 10. know where to go for help at school. | 5 4 3 2 1 | 5 4 3 2 1 |
| 11. know how to study better. | 5 4 3 2 1 | 5 4 3 2 1 |
| 12. understand what they can realistically achieve. | 5 4 3 2 1 | 5 4 3 2 1 |

| I. Learning (cont.) | Priority | Current Effectiveness |
|---|---|---|
| Students should: | | |
| 13. find courses which are appropriate to their educational needs. | 5 4 3 2 1 | 5 4 3 2 1 |
| 14. know how to assess and evaluate their goals. | 5 4 3 2 1 | 5 4 3 2 1 |
| 15. Learn about the Code of Conduct and school procedures. | 5 4 3 2 1 | 5 4 3 2 1 |
| 16. be aware of extracurricular activities and special programs available to them. | 5 4 3 2 1 | 5 4 3 2 1 |
| 17. know how to make better decisions. | 5 4 3 2 1 | 5 4 3 2 1 |

**II. Career/Vocational**

| Students should: | | |
|---|---|---|
| 1. learn what career training is available while in high school. | 5 4 3 2 1 | 5 4 3 2 1 |
| 2. find out what they are good at doing. | 5 4 3 2 1 | 5 4 3 2 1 |
| 3. have their parents involved in their career plans. | 5 4 3 2 1 | 5 4 3 2 1 |
| 4. talk to an OPS or counselor about career plans. | 5 4 3 2 1 | 5 4 3 2 1 |
| 5. understand employment outlook in their interest areas. | 5 4 3 2 1 | 5 4 3 2 1 |
| 6. obtain some on-the-job experience in their interest areas. | 5 4 3 2 1 | 5 4 3 2 1 |
| 7. know how to find out whether their interests, values, and abilities match those needed on several jobs. | 5 4 3 2 1 | 5 4 3 2 1 |
| 8. know what kind of work dropouts get. | 5 4 3 2 1 | 5 4 3 2 1 |
| 9. develop career plans and goals. | 5 4 3 2 1 | 5 4 3 2 1 |
| 10. be able to apply for a job both in writing and in person. | 5 4 3 2 1 | 5 4 3 2 1 |
| 11. know what expectations and aptitudes employers have for employees. | 5 4 3 2 1 | 5 4 3 2 1 |
| 12. be provided opportunities for interaction with community role models. | 5 4 3 2 1 | 5 4 3 2 1 |

**III. Personal/Social**

| Students should: | | |
|---|---|---|
| 1. be able to solve conflicts between their parents' desires and what their friends desire. | 5 4 3 2 1 | 5 4 3 2 1 |
| 2. understand their values and the use/abuse of drugs including alcohol. | 5 4 3 2 1 | 5 4 3 2 1 |

| | | Priority | Current Effectiveness |
|---|---|---|---|
| 3. | have good relationships with teachers. | 5 4 3 2 1 | 5 4 3 2 1 |
| 4. | be able to talk about personal concerns with a counselor. | 5 4 3 2 1 | 5 4 3 2 1 |
| 5. | exercise self-discipline and behave appropriately. | 5 4 3 2 1 | 5 4 3 2 1 |
| 6. | be able to talk with their family more easily. | 5 4 3 2 1 | 5 4 3 2 1 |
| 7. | be themselves rather than try to be what someone else wants them to be. | 5 4 3 2 1 | 5 4 3 2 1 |
| 8. | be a better listener and respond better to others. | 5 4 3 2 1 | 5 4 3 2 1 |
| 9. | know their teachers care about them. | 5 4 3 2 1 | 5 4 3 2 1 |
| 10. | become more tolerant of persons whose views differ from theirs. | 5 4 3 2 1 | 5 4 3 2 1 |
| 11. | should have an understanding of gender identity, stereotypes and cultures. | 5 4 3 2 1 | 5 4 3 2 1 |
| 12. | take action toward solving their own problems. | 5 4 3 2 1 | 5 4 3 2 1 |
| 13. | learn how to cope with change. | 5 4 3 2 1 | 5 4 3 2 1 |
| 14. | learn how to express their feelings instead of keeping them to themselves. | 5 4 3 2 1 | 5 4 3 2 1 |
| 15. | get along with peers better. | 5 4 3 2 1 | 5 4 3 2 1 |
| 16. | know how their values affect their life. | 5 4 3 2 1 | 5 4 3 2 1 |
| 17. | be needed - to have friends who need their help. | 5 4 3 2 1 | 5 4 3 2 1 |
| 18. | accept criticism better. | 5 4 3 2 1 | 5 4 3 2 1 |
| 19. | should understand the physical, emotional and intellectual growth process. | 5 4 3 2 1 | 5 4 3 2 1 |
| 20. | feel good about themselves. | 5 4 3 2 1 | 5 4 3 2 1 |
| 21. | be involved in activities which enhance the quality of life at school and in the community. | 5 4 3 2 1 | 5 4 3 2 1 |

Note: Items should be designed by local schools to reflect their program, grade level(s) and community.

* * * * * * * * * * * * * * * * * *

## IV. Open Comment

Please comment on any of the aforementioned areas or make any suggestions you have have concerning long range goals for guidance and counseling services.

## Sample #2 – Needs Assessment/Evaluation

You are being asked to assist us in planning for the future of counseling and guidance services at school. The results will be used as a major component in the development of priorities for delivery of guidance services to all students.

Please take time to rate each of the service areas in the following manner:

5 - Extremely High Importance
4 - High Importance
3 - Medium Importance
2 - Low Importance
1 - No Opinion

Since this survey will be used for the entire school, it is important that you answer each question, even if it does not concern you at this time.

You are a
a. Teacher
b. Parent
c. Student
d. Administrator
e. Community Member

| Students need: | Priority | Current Effectiveness |
|---|---|---|
| 1. Parental awareness and involvement in their school experiences. | 5 4 3 2 1 | 5 4 3 2 1 |
| 2. Help selecting courses. | 5 4 3 2 1 | 5 4 3 2 1 |
| 3. Counseling concerning their achievement in the classroom. | 5 4 3 2 1 | 5 4 3 2 1 |
| 4. Help learning about financial aid for further education after high school. | 5 4 3 2 1 | 5 4 3 2 1 |
| 5. Counseling regarding personal and social concerns. | 5 4 3 2 1 | 5 4 3 2 1 |
| 6. A freshman orientation program to acquaint them with the high school. | 5 4 3 2 1 | 5 4 3 2 1 |
| 7. To understand where to seek help inside and outside of school. | 5 4 3 2 1 | 5 4 3 2 1 |
| 8. Information about high school and post high school training opportunities. | 5 4 3 2 1 | 5 4 3 2 1 |
| 9. To relate their abilities and interests to their career goals. | 5 4 3 2 1 | 5 4 3 2 1 |
| 10. To become aware of career opportunities and develop career plans. | 5 4 3 2 1 | 5 4 3 2 1 |
| 11. To understand their abilities, aptitudes and interests through standardized tests and other means. | 5 4 3 2 1 | 5 4 3 2 1 |
| 12. Counseling concerning human sexuality - responsibilities, life styles, teen pregnancy, sexually transmitted diseases, marriage and the family. | 5 4 3 2 1 | 5 4 3 2 1 |
| 13. Counseling regarding drugs, alcohol and tobacco. | 5 4 3 2 1 | 5 4 3 2 1 |

| Students need: | Priority | Current Effectiveness |
|---|---|---|
| 14. Information about colleges via junior/senior workshops, college fairs, visits from college representatives, and evening programs for parents. | 5 4 3 2 1 | 5 4 3 2 1 |
| 15. An up-to-date resource center for career exploration. | 5 4 3 2 1 | 5 4 3 2 1 |
| 16. A group counseling session aimed at self-assessment, and decision-making, adolescent issues, career directions and post secondary school options. | 5 4 3 2 1 | 5 4 3 2 1 |
| 17. Information on curriculum and course selection process through printed materials, evening programs and personal conferences. | 5 4 3 2 1 | 5 4 3 2 1 |
| 18. To accept responsibility for their own lives and develop skills to cope with life's challenges. | 5 4 3 2 1 | 5 4 3 2 1 |
| 19. Up-to-date information and services. | 5 4 3 2 1 | 5 4 3 2 1 |
| 20. Skills to make sound decisions. | 5 4 3 2 1 | 5 4 3 2 1 |

Adapted from Connecticut School Association and Connecticut Association of Guidance and Development.

# FORM FOR STUDENT EVALUATION OF GROUP PARTICIPATION

SA = Strongly Agree
A = Agree
U = Undecided
D = Disagree
SD = Strongly Disagree

| | SA | A | U | D | SD |
|---|---|---|---|---|---|
| The group increased my understanding of myself | | | | | |
| The group increased my understanding of others | | | | | |
| The group had some affect on my behavior outside the group | | | | | |
| The group had no affect on me | | | | | |
| I liked being a member of the group | | | | | |
| I would recommend this group experience for others | | | | | |

COMMENTS________________________________________

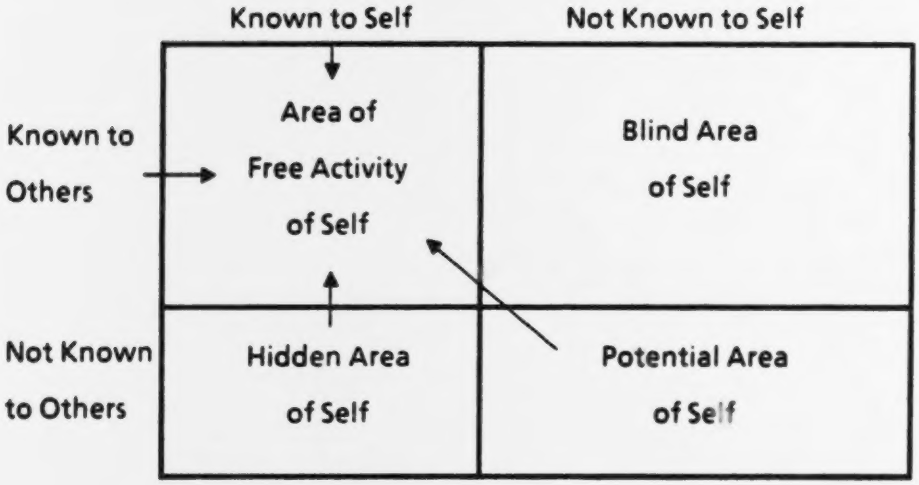
________________________________________________

Adapted from Robert D. Myrick, Developmental Guidance and Counseling

# MODEL OF GROUP DYNAMICS

| The Dynamics: | Self-Disclosure |
|---|---|
| | Listening |
| | Reflection |
| | Feedback |

## Self-Concept



| | Known to Self | Not Known to Self |
|---|---|---|
| Known to Others | Area of Free Activity of Self | Blind Area of Self |
| Not Known to Others | Hidden Area of Self | Potential Area of Self |

The purpose of group-counseling dynamics is to enable the student to understand himself, to grow in self-concept, to reduce the blind area of self of which he is unaware, to be able to comfortably reveal himself to others as he really is, and to help him become a more open, congruent person with fewer defensive behaviors. As the dynamics of Self-Disclosure, Reflective Listening and Feedback operate among the group, the blind and hidden areas of self are reduced and the free area of self, where there is agreement and harmony between inner feelings and outward behavior, expands.

Students also improve in the quality of their listening skill and the all-important ability to communicate their feelings to others through feedback.

## Self-Disclosure

What can we do to help a student disclose himself to others and experience growth in becoming free, open and comfortable with himself and others and a less rigid, defensive person?

# MODEL OF GROUP DYNAMICS

1. Give the person vehicles (experiences) which allow him to disclose comfortably and which help him verbalize.

2. Teach him how to listen for feelings and meanings.

3. Teach him how to give feedback to others.

4. Use facilitative responses through which we establish the bond of trust. Facilitative responses are perceived by the person as being emphatic, warm, caring, respectful, genuine and person-centered. Such responses elicit responses within the group.

   Facilitative responses can be placed on a continuum from the least to the most facilitative.

| | | | | | |
|---|---|---|---|---|---|
| Advice or Evaluation | Analysis or Interpretation | Reassuring or Supportive | Probe or Question | Summary or Clarification | Understanding or, Reflection |

Advice or Evaluation: This response is the least facilitative in eliciting openness and response. Advice implies what the student might or ought to do. The student, therefore, becomes defensive as he perceives that he or his behavior is being judged as to rightness or effectiveness. His self-disclosure is thus hindered.

Examples: "Instead of arguing with your parents, you should try to understand their point of view."

"If I were you, I'd study more and worry less."

Analysis or Interpretation: This response goes beyond the student's spoken words or evident behavior to why he is thinking a certain way, why he is behaving as he is. It indicates an intent to teach or show meaning. This often makes the student defensive or causes him to feel threatened as it implies what he might or ought to think.

Examples: "Don't you see, your teacher is like your father; they both trigger rebellion in you because they are authority figures."

"When you threw the eraser across the room in class, you were thinking everyone would give you attention for being tough."

Reassuring or Supportive: This response tries to reduce anxiety or intense feelings. Supportive statements such as "you can if you'll try" cause a person to feel unheard or not truly understood. Supportive responses imply that the student need not feel as he does. This is frustrating to the person with these feelings. He feels that his feelings aren't respected or accepted.

Examples: "Everyone feels like that on occasion."

"I'm sure that everything will turn out okay for you."

Probe or Question: This response seeks further information or discussion. It implies that the student should or might profitably develop a point more fully. Questions which are open-ended and person-centered are more facilitative than those closed questions that can be answered with little more response that a "yes" or "no" or a nod of the head.

Examples: "Do you get along with your teachers?" (Closed)

"What can you tell me about your teachers? (Open)

"When she treated you that way, what do you think you were doing that caused her to do that? (Open, person-centered)

"What do you think about school?" (Open, but not person-centered)

Avoid asking too many questions; rather, go to the assumption behind the question and use reflection or make a statement.

Summary or Clarification: This response indicates the desire to understand correctly what the student is actually saying or to identify the most significant ideas or feelings he is expressing. There is an implied doubt or eagerness to check out what has been heard in order to be "with" the person.

Examples: "Let me see if I'm following you; you're thinking that cheating and not getting caught is okay."

"I think you're telling me that you have felt this way many times before, not just this once."

"Let me see if I'm hearing you," etc.

Understanding or Reflection: This is a creative, emphatic response which lets a student know that his feelings are "read," that he is understood. It involves a reflecting kind of feedback that communicates accurately that "this is how your world appears to you."

Examples: "You are feeling angry with Harold."

"You are confused right now."

"You don't feel like being part of the group."

At the proper time and place, all of these responses could be facilitative, but research bears out that the open-ended, person-centered question, the clarifying statement and the reflection are the most facilitative in establishing the helping relationship and in eliciting self-disclosure. These responses help enable the student to reveal some of his hidden self and thereby enlarge the area of free activity within him.

## Feedback Model

Feedback is a natural dynamic for group counseling. When self-disclosure occurs and feelings are in the open, then feedback responses can facilitate movement from the blind or hidden areas into the free activity area of the openness and congruency.

Feedback is basically telling a person how he is coming across in such a way that he doesn't become defensive. Within the peer-group setting, feedback has a strong impact which can either reinforce or modify behavior.

## Group Rules for Giving Feedback

### Some Don'ts

1. Don't judge. "You are conceited boy." "You are a lazy student." This is labeling and judging and is non-facilitative feedback.
2. Don't advise. "If you would study more, you wouldn't get into so much trouble." Again, such feedback arouses defensiveness and discourages openness and receptivity.
3. Don't focus on something that cannot be changed. Don't give a person feedback on anything which he cannot change such as a handicap.

### Some Do's

1. Be direct. Instruct students to talk directly to each other when giving feedback. Do not use the third person as though talking about someone. Call the person by name and use second person "you" pronoun.

   Example: "Billy, when you laugh at Tommy's stuttering, you came across to me as mean and thoughtless. I feel angry and I just really want to embarrass you in public so you'll know what it's like."

2. Be specific. Give an example of the behavior.

   Example: "Mary, you're really what I call a friendly person. When I see the way you smile and speak to everyone at school, not just the popular kids, it makes me feel good and it makes me want to be a friendlier person."

3. Tell how the behavior makes you feel.

   Example: "Every time we meet, you talk constantly and you dominate the group. That makes me feel disgusted and impatient--so much I wish I could turn you off."

4. Tell what your feelings make you want to do.

   Look at the above examples and identify what each person wants to do--"to embarrass you," "to be a friendlier person," and "to turn you off."

It takes practice to give useful, helpful feedback to a person. Students will not start off giving all four aspects of feedback. But, they do learn rather quickly. The counselor can help a student to complete his feedback with facilitative statements and questions.

Examples of eliciting "feedback."

1. You told Jim you see him as being a leader. What does Jim do that causes you to see him this way? Could you give us an example?
2. What are you feeling or experiencing when he talks like that?
3. What do your feelings make you want to do?

In this Feedback Model, people receive data about how they are coming across, how people see them behaving, how they make other people feel, or how they make other people want to behave. This can have a powerful effect on the person in his assessment of himself. Does he like what he hears from others? Does he want to set some goals for change? This is the individual's personal choice.

From: A Model of Group Dynamics (A Guide for Counselors, Orange County Public Schools)

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